

CHILD-WELFARE MAGAZINE

Vol. IX.

AUGUST, 1915

No. 12

President's Desk

There is no city in the Union that boasts more of its advantages than Los Angeles, and with reason. Situated where one may in a short time reach the rolling breakers of the Pacific Ocean, or on the other side, the summit of mountains over six thousand feet in height, glorying in flowers and fruits that grow in profusion, it has many natural advantages, but its crowning glory is its school system. Happy are the children of Los Angeles. Every need seems to have been met. The school buildings are so beautiful that they are an education in themselves. The Polytechnic High School offers advantages to children from infancy and does not let them go until they are fitted to earn their living in whatever way they choose. To meet the needs of mothers who are compelled to work all day, buildings have been erected where the little brother and sister of school children are cared for, bathed, fed and given their time for sleep under healthful conditions. Then, to make their service to the babies an educational opportunity for older children, these children under direction of the nurse are told how to bathe and feed the babies and have opportunity to do it under intelligent guidance. The advantage to these girls in learning thus early the practical proper care of children is beyond estimate.

Penny luncheons for the children are served in many schools. Special care is given to foreign children, and hand and head work are combined. A film has been prepared showing the many interesting features of Los Angeles schools. It is shown in the Educational Exhibit of Panama Pacific Exposition. It took three months to prepare it and cost \$3,500. Mr. J. Francis, superintendent of schools, and the Los Angeles Board of Education are to be congratulated on reaching such a high place in education for children. Free from cost, Los Angeles children have opportunities unexcelled anywhere. The film should be shown throughout the country as an object lesson.

The Parent-Teacher Associations have rendered valuable service in coöperation. The dental and physical inspection of children has been managed by them as has the supply of clothing for needy children and many other lines of helpful coöperation.

The Home Economics Department of the Winthrop College and Normal Industrial School, S. C., held a Home Economics Institute July 6-9.

South Carolina
College Invites
Mothers

Fifty mothers, delegates from clubs, were invited and hospitably entertained by the College during the institute. Miss Mary Frayser, director of the department, who has done fine extension work throughout South Carolina, had planned and worked for this during the entire year. She arranged the program, so that into those few days were crowded practical helps in every phase of home-making.

The appreciation of the mothers and teachers in attendance showed that

her work had met a real need and their inspiration will be felt in their communities.

Winthrop College is training South Carolina girls for teaching and so popular is it that last year over five hundred girls were turned away for lack of room.

Over eight hundred girls are students there. The course of study includes home-making. A beautiful house on the campus has been built and the seniors are divided into groups of eight and each group has three weeks in which to carry into practical work the lessons that have been given in home-making. They do all the work, including care of poultry and milk and making butter.

The cost to South Carolina girls for this valuable education provided by the state without cost, amounts to twelve dollars a week for room, board and laundry.

The dormitories are spacious and airy, and the location beautiful. South Carolina has reason to be proud of the opportunities it is providing for its girls, and for the women of the state through extension work.

Two officers of the National Congress of Mothers and Parent-Teacher Associations were on the program. Mrs. Schoff and Mrs. W. R. Hutt, Vice-President North Carolina Branch of the Congress. Mrs. Allen, president of the State Federation of Women's Clubs gave valuable help.

The summer school for teachers was in session at the time and hundreds of teachers were in attendance. President Johnson runs a large farm to supply the needs of the school and also to give girls opportunity to have practical knowledge of farming.

The June issue of CHILD WELFARE MAGAZINE gave in "The President's Desk" some suggestions as to occupations for children in vacation. These seemed of such value to the superintendent of schools of Rahway, N. J., that CHILD WELFARE MAGAZINE gladly complied with this request that he be permitted to reprint them, that he might place a copy in the hands of every parent of children in Rahway schools.

Nothing could show more forcibly the genuine interest in the children by the superintendent than the fact that he was considering their welfare in vacation as well as in school time, and wished to pass on helpful suggestions to their parents. Such a spirit is an evidence of real coöperation.

The National Congress of Mothers and Parent-Teacher Associations will miss the sympathy and counsel of Rev. David O. Mears, who for many years has been an honored member of the Advisory Council and whose wife has been associated with the Congress, one of its loved vice-Presidents. After a long and useful life of service in his high calling of pastor, Dr. Mears's earthly life was brought to a close early in May. "Well done, good and faithful servant; enter thou into the joy of thy Lord" may well be said of one who in the fullness of years enters that life for which this is but the preparation. The influence of lives like his does not end, but in countless lives that are better for the inspiration he gave he still lives.

Conference of National Congress of Mothers and Parent-Teacher Associations with National Education Association, San Francisco, August 24

Among the many educational bodies meeting in San Francisco in August, the Mother's Congress will hold a conference on August 24. Mrs. Hubert N. Rowell, vice-president of the National Congress of Mothers and Parent-Teacher Associations and Commissioner Claxton, will have charge of the conference, which will be in the nature of a Round Table on Coöperation of Parents and Teachers in Education.

It has been proved that education of mothers in case of the baby will prevent seventy per cent. of infant deaths. You can help save their lives by sending names and addresses of mothers of babies under two years old to 910 Loan and Trust Building, Washington, D. C.

Free bulletins on "Care of the Baby" will be mailed to the mothers whose names are given.

Transcontinental Child-Welfare Tour.

A Mothers' Crusade.

Nothing that the Congress has ever done has created wider interest than this tour, not has anything ever shown how great a place the Congress holds in the estimation of the people.

Everywhere the most cordial welcomes were met. Everywhere the people were eager for the message.

The Commissioner of Education in a letter to the leading educators of each state invited their attendance, stating that these conferences in different states were "under the leadership of the National Congress of Mothers and Parent-Teacher Associations working jointly with the Home Education Division of the United States Bureau of Education," that "there would be much of interest for you" and suggesting that representative women be invited to attend.

Wisconsin planned to hold its annual convention at Kenosha at such a date that they might have some of the national officers on their program, so that Wisconsin was the first state visited. Already having a state branch of the Congress, it desired the stimulus and help of the direct touch with national leaders.

Illinois, having a strong state branch, also took advantage of the opportunity to welcome national officers. The state branch gave a luncheon in their honor, and the Chicago Council of Parent-Teacher Associations held a meeting at Art Institute. Reports from the many allied Parent-Teacher Associations were full of good things accomplished. "The Wayward Child" was the subject of the day, and Judge Pinck-

ney, of Chicago, and Mrs. Schoff were the speakers on this topic.

The coöperation of the Parent-Teacher Associations was promised to give help to the children who were entering the downward path. How to prevent children from doing wrong must receive even more consideration than how to treat them when they do.

St. Paul, Minnesota, was the next city visited in this transcontinental tour on May 3 and 4.

Mrs. William A. Logue, state organizer, had arranged for the meetings which were held in Y. W. C. A. building and the Central High School. Greetings from Governor Hammond, Mayor Powers and Professor Lange, superintendent of schools, opened the conference and were followed by fraternal greetings from presidents of state branches of the Congress.

"The Greatest Profession and the Greatest Work" was the subject of an address by the national president, Mrs. Schoff. Mrs. Milton P. Higgins, Worcester, Mass., Mrs. Orville T. Bright, Chicago, vice-presidents. Mrs. B. F. Langworthy, Chicago, president of Illinois branch gave inspiration and help in their addresses. An exhibition of the work done in St. Paul schools for children of defective speech was especially instructive, showing what proper education will do to overcome natural defects.

A banquet attended by the leading citizens of St. Paul and Minneapolis was given at the Commercial Club.

Prof. Lange, superintendent of St. Paul public schools, presided. In-

formal toasts and witty speeches made the occasion one of enjoyment for all.

A committee of sixteen was appointed to organize local branches throughout Minnesota before forming a state branch. That this will be done in the near future is assured, for the desire for it was expressed by all.

Minneapolis and St. Paul have fine Parent-Teacher Associations and will work together to extend them into other towns, that the state branch may really represent the whole state.

The cooperation of the superintendents of schools is assured.

Leaving the hospitable friends of Minnesota still at the banquet, the national officers took a night train for their next conference at Bismarck, North Dakota. Here a program covering two days had been arranged.

Many delegates from Valley City joined the party en-route to Bismarck. Dr. Rudolph Acher, professor of psychology in the Valley City Normal School, who with Mrs. Acher, have been the leaders of the Congress in North Dakota and President McFarland, head of the Normal School, were among those who came from Valley City. Mr. C. C. Root, the superintendent of Bismarck schools and a committee of Bismarck citizens were at the station with warm greetings.

The Grand Pacific Hotel was headquarters where delegates were made welcome. Under the guidance of superintendent Root, the visitors were shown through the high school and met the boys and girls of the school. An informal reception was held in the large gymnasium.

The opening session of the Conference was held in the flower-decked room of the Commercial Club adjoining the hotel.

Greetings by governor, mayor and superintendent were given. Mrs. Orville T. Bright, vice-president, responded. Mrs. Schoff spoke of the great work of guiding and guarding

the children of the nation. The functions of Parent-Teacher Associations were discussed in a round table.

The delegates present voted unanimously that the North Dakota branch of the Congress should be organized. Mrs. Rudolph Acher being unavoidably absent from the state for six months, Dr. Acher, her husband, who had assumed her duties during her absence, was chosen as the first president of the North Dakota Branch. Sending 150 young teachers out each year imbued with the value and work of Parent-Teacher Associations in promotion of child welfare, it is readily seen how wide the influence is that emanates from this educational center.

Interesting visits were made to the capitol and the state library. A valuable collection of Indian relics were shown to the visitors by Mr. Fish, the curator, who has lived with the Indians and knows them as a trusted friend.

The meetings in Bismarck were enthusiastic and the attendance good. The outlook for the future is very promising. Escorted to the station by Superintendent Root, the newly elected president, Dr. Acher, and many of the officers and friends, the national party took a night train for Butte, Montana.

All night and all day were spent on the train, but every minute of the day was enjoyed because of the glorious scenery of Montana, one of the most beautiful of all the states.

Arriving in Butte in the early evening of May 7, and welcomed by Mrs. John A. Smith, state organizer, Superintendent Downer, and Miss Faddis, assistant superintendent of schools, who had automobiles waiting to take the party to the hotel and then to the high school.

The large assembly hall of the high school was crowded to its fullest capacity and eager, earnest faces of Butte fathers and mothers locked up into the faces of the national officers who had come to hold a two-day conference in that city.

Beautiful programs had been

printed by the local committee and delegates came from many towns in Montana full of enthusiasm and ambition to have Montana one of the leading states in this nation-wide movement for home education and child welfare.

Greetings were extended by Lieut. Governor McDowell, Mayor Lane and Mr. George T. Downer, Superintendent of Schools and Mrs. John A. Smith. Mrs. Milton P. Higgins, Vice-President National Congress of Mothers and Parent-Teacher Association responded graciously to the welcome.

Music and an address by Mrs. Schoff followed. Then a large and beautiful reception was given at Silver Bow Club when the visitors met and became acquainted with each other.

At the morning session a Round Table was led by Mrs. Orville T. Bright, and Miss Jennie Rebecca Faddis, assistant superintendent of schools on "The School's Need of the Parent." Another Round Table followed, led by Superintendent, Downer on Educational Functions of Parent-Teacher Associations.

An automobile ride was then given to visiting delegates and a sight-seeing tour to the wonderful mines of Butte was made.

A luncheon was given and bright, happy toasts enlivened the repast.

At the afternoon session with the national president presiding the Montana branch of the National Congress of Mothers and Parent-Teacher Associations was organized, and Mrs. John A. Smith, of Butte, elected as president with other officers from many parts of the state. Over 1,000 members were claimed by the new branch.

The Child Welfare Commission appointed by Governor Stewart at the request of the Mothers Congress was represented by many of its members and Mrs. Schoff outlined to them the scope of its work, as advised by the Congress. Folk dancing by the children of the Grant School was an exhibition of little children from other countries who

knew little English and little of how to play, and whose lives had been brightened by teaching them how to dance.

Round Tables, music, addresses by Mrs. Milton P. Higgins, on "Forming Habits of Thrift and Industry," on "Some Needs of Children of High School Age" by Mrs. Bright and on "Sowing Seeds of World Peace," by Edwin B. Craighead, president of the University of Montana, were features of the afternoon and evening meetings.

The local committee of arrangements had left nothing undone for the success of this first Child Welfare Conference in Montana. The spirit of the whole conference was enthusiastic and earnest and the leadership of the state work is in able hands.

The next city to be visited was Seattle, Washington.

Riding all day through Montana, seeing its glorious snow-capped mountains, its bluest of blue skies, just as the sun was setting we came to the wonderful Pend d' Oreille and Coeur D' Alene Lakes in northern Idaho. These lakes with their wooded shores are among the greatest of nature's beauty spots.

Then in the morning, passing over the Cascade Range of Mountains, viewing its wild scenery, the train brought us to Seattle, that city which is so richly endowed with nature's glories that it is blessed with mountains, the Pacific Ocean and Puget Sound, a climate and flowers that are its pride and joy.

The Seattle Council of Parent-Teacher Associations, president, Mrs. Bogardus, greeted the national officers and loaded them with the roses, which were at their height. An automobile tour through Boulevard Park and through the beautiful residence district showed what a remarkably beautiful city Seattle is.

In the park, little girls from their Home Gardens presented flowers to the visitors. A Baby Health Conference was in progress by the local council and over 2,500 babies were examined.

Large meetings were held afternoon and evening. A dinner at the Commercial Club for the national officers gave opportunity to meet many of the Seattle members of the Congress.

A night train took the national officers to Portland, where the Nineteenth Annual Conference of the National Congress of Mothers and Parent-Teacher Associations was held by invitation of the Oregon branch.

Arriving in Portland at seven o'clock in the morning, it was a surprise to be greeted by over a dozen women and men. Mrs. R. H. Tate, national vice-president, Mrs. Aristene Felts, State President, Mrs. Hawkins, Mrs. W. McMath, Mrs. Wagner and many others were there.

The station resembled a florist's shop with the seats covered with roses of every kind and when the officers alighted they were almost hidden by the roses that were presented to them.

Arrived at Hotel Benson more flowers and more welcomes awaited us. The national board of managers met morning and afternoon. In addition to the business that occupied the attention of the board many were the happy greetings of old friends and new.

A delightful dinner was tendered to the national board by the state board previous to the opening of the Conference, in the library auditorium, on the evening of May 12. Many who came were turned away for lack of room.

Governor Withycombe, Mayor H. R. Albee, Superintendent Alderman expressed their heartfelt interest in the Congress and in no uncertain terms gave their greetings, which were followed by an address giving a broad view of the work for child welfare for 1914-1915 by the National Congress of Mothers and Parent-Teacher Associations and the Home Education Division of the United States Bureau of Education by Mrs. Schoff.

The reports of the year's work given by each national and state officer indicated the vast amount of

thought, time and money that has been expended on the many phases of the Congress work for home and child welfare.

The impetus given to the establishment of kindergartens by the allied coöperation of the National Kindergarten Division of the Bureau of Education, and the Kindergarten Department of the Congress, shows the value of well-planned concerted work.

Miss Bessie Locke, director of Kindergarten Division of the United States Bureau of Education, is officially associated with all these organizations, and in every city visited she gave definite information as to the number of children who are still deprived of the possibility of kindergarten training, and the methods recommended for making the kindergarten a part of every school system.

The value of the kindergarten philosophy was shown in addresses by Mrs. Orville T. Bright, and Miss Florence Ward, a noted kindergarten, now of Pullman, Washington.

The Spiritual Guidance of Children was a subject in which great interest was evinced and Mr. W. C. Pearce of Chicago, secretary of International Sunday School Union and chairman of Department of Parents Associations in Churches gave a most eloquent address, which will be published in full, later.

A reception and musical program was given on the evening of May 13, in the ballroom of Hotel Benson. The meeting of men and women from all parts of the country, all working for a common purpose, the exchange of experiences makes such a reception very different from those which bring people together without a great common interest in something outside of themselves. Bonds of friendship are formed that link into closer union the people of this great nation.

Especially is this important in this period when every one is feeling so keenly the terrible struggle in Europe. The thought uppermost in the minds of all brought out many

plans for the prevention of any such catastrophe here, and the ending of the present world war.

The consensus of opinion was that the president could be trusted to do all that was possible to this end.

The wonderful reports made by Mrs. C. E. Beach, of Olympia, Washington, on Parent-Teacher Associations, by Mrs. Anna Steese Richardson, and Mrs. R. H. Tate on Child Hygiene, and on Membership by Mrs. C. C. Noble were warmly applauded. When the national president gave an account of the work of the year, so great was the interest manifested in the statement that an Endowment Fund had been started that a spontaneous movement to offer contributions created a lively half-hour. Nearly six hundred dollars was pledged for the Fund. These pledges came from individuals and associations. The list will be published later.

Mrs. H. R. Albee, wife of the mayor, opened her beautiful home for a reception and tea for the Congress. She won all hearts by her lovely spirit and gracious hospitality.

The Portland Council of Parent-Teacher Associations gave a large luncheon at Multnomah Hotel, at which President Wm. T. Foster of Reed College spoke on Peace.

One evening session was given to "Helping the Home to Do Its Best Work." Superintendent L. R. Alderman in his address on "School Credit for Children's Home Work" gave many true stories of how his plan had made uninterested dull pupils alive and alert, how it had put home work on a par with school work, and elevated hand work to the place of honor it properly holds.

Superintendent Alderman sees the whole life of the child; he studies the individual child. The plans of Superintendent Alderman have met with wide attention and his new book "School Credit for Home Work," published by McMillan Company, should be read by all parents and teachers. The plan is practical,

sensible, workable and helps both home and school to do better work.

"Training Children in Habits of Thrift and Industry" was Mrs. Milton P. Higgin's contribution to Home Help.

How every child should be taught to earn and save, to work with hands as well as head was shown, and the value of trade schools explained. Mr. Milton P. Higgins, president Polytechnic Institute, Worcester, was the Father of Trade Schools in the United States and his years of experience in giving these opportunities to boys and girls gave to Mrs. Higgins an inexhaustible fund of real facts as to the value of it all.

The Helps for Babies in the Home, as given by the Parents Educational Bureau in Portland, was explained by Mrs. King Wilson, vice-president of Oregon Congress.

Saturday, May 11, was the closing day of the Conference. The morning was filled with business and the report of Committee on Resolutions, of which Mrs. Fred Dick, of Colorado, was chairman.

A banner was presented to Tacoma by the Oregon Congress for having sent the largest number of delegates of any town within one hundred miles of Portland.

Twenty-four delegates came. Seattle applauded Tacoma and rejoiced that it had won the banner.

An automobile ride to the Columbia River was planned for the afternoon by the Commercial Club and was a pleasant finale to one of the most successful conventions held by the Congress.

The board of managers held their final meeting in the evening, and many remained in Portland over Sunday.

The Oregon Congress is to be congratulated on the success in all arrangements for the pleasure and comfort of the convention delegates.

The stimulation given will bear fruit in many states.

Nashville was chosen as the city for the 1916 Child Welfare Conference. From Portland the National

Officers went to San Francisco, enjoying much the wonderful views of Mt. Shasta and the other mountains en route.

Mrs. Hubert N. Rowell had planned an interesting program for the conference which, with visits to the Exposition, filled every minute. The Bureau of Education has a fine exhibit in the Educational Building, and in connection with the Home Education Division of the Bureau, the joint work done by it and the Congress is well displayed. All the government exhibits were far ahead of any ever made before.

The buildings and their setting are so beautiful that one could not help wishing that they might be seen by all the people; for, however large the attendance may be, San Francisco is too far removed from the largest centers of population to make it possible for many to visit this rarely beautiful Exposition.

The California Congress of Mothers gave a large luncheon to the national officers on the grounds of the Exposition; following this, a reception in the California State Building. On this occasion, the national president spoke of the original development and work of the Congress, and received from the Fair Commissioner a handsome bronze medal presented to the Congress in recognition of the work for child welfare. The growth in membership in California has been so marvelous that a beautiful blue and gold banner was presented by the national officers to the California Congress in recognition of its work and membership due entirely to the faithful work of the California women, who have so systematized their various activities, and who give themselves so unremittingly to furthering them that they cannot fail to grow.

From San Francisco to Los Angeles is a five hundred mile ride along the Pacific coast; a real pleasure trip all the way, with the glories of sea and mountain and flowers and fruit and walnut groves.

At Los Angeles again were we met

with flowers and friendly co-workers, who made the two days in Los Angeles among the pleasantest of the tour. Recalling the time in 1900 when the first meeting preparatory to organization of a California branch was held by the National officers, and seeing today Parent Teacher Associations numbering thousands of members in every school in southern California, the encouragement was great. Another beautiful luncheon and reception gave opportunity to meet many local leaders. Invitations to visit every near-by town poured in, but time did not permit more than two meetings, one at Pasadena and one at Pomona. The many courtesies extended to every Congress officer by Mrs. C. C. Noble, National Chairman of Membership and her co-workers can never be forgotten. The visits to Los Angeles schools, being personally conducted by Superintendent Francis, to whom parents and children of Los Angeles owe much, the moving picture film showing the work of all the schools, these were a demonstration of what a city can do for education when men of vision and executive ability are at the head.

San Diego was the next city visited. Here again welcome awaited the officers. Flowers, luncheons, meetings and wonderful automobile rides on Coronado Beach to Point Loma and La Jolla filled every minute of the visit. San Diego is vitally interested in the Congress, and glad to be identified with this nation-wide body of people enlisted for child welfare.

Journeying from San Diego to Los Angeles along the shores of the Pacific; watching the breakers as they dash against the coast, then through the orange groves backed by many mountains, and then through hundreds of miles of cactus-covered deserts with old volcanic mountain ranges Phoenix was reached. It might well be called a walled city, surrounded as it is by these weird mountains.

With sunsets gorgeous in tints in

the clear air, with trees and flowers, it is a beautiful oasis in a beautiful desert.

Met by Mrs. J. C. Norton, state president and other officers, another series of meetings was held. One of these was held at the Women's Club, where a reception followed in their handsome clubhouse. The other was an outdoor meeting in the evening on the grounds of the Y. M. C. A. A visit to the governor, an invitation to address the Senate, a visit to the Indian School, a serenade by the Indian Band, a charming luncheon given by the state board at Mrs. Frank Alkire's, a visit to the delightful ranch home of the president, visits to the fine schools of Phoenix with Superintendent Loper occupied two more days, and gave an idea of the good work being done in Arizona. The welfare of Arizona children is one of the leading interests of all the people. Governor Hunt has appointed a Child Welfare Commission. Arizona has the second woman senator in the United States, a bright, intelligent woman who participated in all the delightful entertainment given the officers. Again time prevented acceptance of invitations to visit other towns in Arizona, for New Mexico was calling for their turn.

Passing from the desert to the high tablelands of New Mexico, Albuquerque was the next city visited.

Greeted by Superintendent Milne and Mr. John W. Wilson and taken to the home of Mrs. J. W. Wilson, state organizer, the day was eventful. A meeting at the Woman's Club Home, a ride about the town, visiting the State University, and an evening meeting for organization of the New Mexico branch participated in by the leading people of Albuquerque and other towns. Mrs. John W. Wilson was chosen as president; Superintendent Milne, vice-president.

Pueblo, Colorado, was on the schedule for a morning meeting, but not content with that, the Pueblo Council of Parent-Teacher Associa-

tions had a fine meeting in the high school, a ride and a large luncheon all in the morning given them. The work of the Parent-Teacher Associations stands high in Pueblo, as does their hospitality. Mrs. Wells, a life-long resident, is the leader there.

Denver, one of the strongholds of the Congress, needed no outside inspiration, but to meet the national officers a luncheon with addresses was given. Much interest was shown in the joint work being done by National Congress of Mothers and Parent-Teacher Associations and the Home Education Division of the Bureau of Education. Rides to Lookout Mountain and about Denver showed how even the high mountains have come within the reach of anyone since excellent roads have been built to their summits.

South Dakota came next in the itinerary.

Across Nebraska, through Iowa and up to Mitchell, where a warm welcome awaited the officers from Mrs. S. H. Scallin, and the local committee of arrangements, who deserve much praise for so ably handling the meeting for organization of the South Dakota Branch. Mitchell has women of rare ability enlisted in the work, and the very active coöperation of Governor and Mrs. Byrne has given a state-wide interest in this the youngest child of the Congress.

Seventeen different conferences in eleven states, a journey of over 9,000 miles, in seven weeks, four new state branches organized, and a fifth soon to be organized, a National Convention—one of the most successful of any held—was the record made in this tour across the continent.

Some of the plans for child welfare growing out of it will be another story. It was indeed a Mother's Crusade and in the message concerning it Commissioner Claxton said: "This year's work of the Congress is in close connection with the home education division of the United States Bureau of Education. Mrs. Schoff, president of the National Mothers' Congress, is director of the

home educational division, which since its organization in September, 1913, has enrolled over 20,000 women from all parts of the country interested and able to coöperate in organizing parents for study of child nurture and home-making.

"The plan of the home education work as revealed in the Congress of Mothers and in the Home Education Division, is the organization of the parenthood of the world for study of childhood's needs and for the promotion of child welfare."

Children and Work

In the next decade few more important questions will confront the administrators of public schools than that of finding ways and means by which town children may have restored to them their natural right to do some useful and productive work while they are growing up. Country children, while they lack some other desirable advantages, still quite generally have the opportunity of doing useful work more or less suited to their years during their out-of-school time.

Suitable work is important for children to help them build up strong useful bodies, with capable hands, observant eyes, that faculty we call judgment, and a sense of responsibility which we often speak of as character. And no work is as suitable as it might be unless it is productive, —unless it gives as a result something which is really useful in the home or elsewhere, or has a market value.

But work is important for great numbers of city children for another reason; thousands of them who now leave school at too early an age might remain longer if they had some profitable work by which they could add to the family income, or bear a part or all of their personal expenses.

This work might be done either before or after school; or it might be done on alternate days or weeks, the other day or week being put in at school. Such plans have been quite well worked out in Fitchburg, Mass.; the problem is being attacked in Cincinnati, in Gary, Indiana, and in other places.

The schools have further responsibility: First, for increasing greatly the number of schools which will coöperate with employers in allowing children to work part time and go to school part time. And they can lead employers to feel their responsibility for meeting the schools in a coöperative spirit and helping to devise workable plans. Second, the school work-rooms can provide in many cases, opportunities for children to devote time, either in or out of regular school hours,—after school, on Saturdays or other non-school days,—to the making of articles practically useful at home, or which can be sold, or exchanged for articles which are needed in the home or by the child personally.

Every year this question of useful work for city children will press more insistently upon city school administrators for solution.—*The American School*, June.

Children Who Are Left-Handed

By LAWRENCE IRWELL, M.A., B.C.L.

LEFT-HANDEDNESS: WHAT CAUSES IT? WHY IT CANNOT BE "CURED," AND WHY MOTHERS SHOULD NOT ATTEMPT TO MAKE THEIR LEFT-HANDED CHILDREN RIGHT-HANDED.

The mothers of left-handed boys and girls are usually anxious to "cure" their children of left-handedness, but their efforts are never a complete success, and as a rule they are a decided failure. They are sometimes a partial success. The purpose of this article is to explain in non-technical language why some children are left-handed, and why they should not be urged to become right-handed, although they should be persuaded to use the right hand to a limited extent.

In all communities left-handed persons may be found in greater or less numbers. In our country the minimum number is about two per cent. and the maximum about five per cent.

One of the prevailing ideas about right-handedness is that it is merely a matter of training, and that left-handed individuals have become so, either from want of care on the part of their mothers when they were very young, or from imitation of some left-handed person. In many children, however, the preference for one hand is shown at a very early age, before the boy or girl has learned to handle anything, except the very simplest toys, and therefore before training can have caused a preference for either hand.

It must not be supposed that everybody, whether right or left-handed, has a very decided instinctive preference for one hand. There are many degrees of right and left-handedness in adult life, so that many persons seem to have no strong natural bias either way, and have consequently fallen in with the prevailing custom in all or nearly all respects, and have therefore become right-handed by training and imitation. In some of them, however, a trace remains of their original indifference in

the shape of a preference for the left hand in some actions. It is not uncommon to meet with people right-handed in most matters who nevertheless use two-handed implements, such as an axe, with the left-hand next the chopping part in the manner usual with the left-handed. There is no doubt, of course, that among those who have a strong instinctive preference for one hand the right-handed are in a large majority. The proportion which they represent of those right-handed by training only is, and will probably remain, quite uncertain.

The lower limbs are much less closely controlled by the will than the upper. In walking and running, which are unquestionably their most frequent and important uses, their movements are to a very great extent instinctive and automatic, and are in addition much more symmetrical than are the movements of the upper limbs. Nevertheless, one foot is generally used in preference to the other in such movements as digging (the "spade" foot), in jumping, etc. But there is much less uniform preference for one side than in the case of the hand, and the fact that a man is right-handed does not prove anything concerning his feet—he may be either right or left-footed.

When there is a choice of two directions of growth or movement in animals or plants without apparent advantage either way a preference is almost always shown for one over the other with occasional exceptions which prove that the rule is not a necessary one. Even among the heavenly bodies the movements of the planets and their moons follow a similar law; all go in the same direction as the earth and its moon, except the moons of Uranus which revolve round that planet in the opposite way. Each

species of spiral shell and twining plant has its own favorite direction in making its turns, although there are occasional exceptions among both shells and plants. It seems only another instance of a similar law that man should use one hand rather than the other as the chosen instrument of his will. The question therefore arises—why should that hand be the right?

It is well known that although the external configuration of our bodies is almost symmetrical, the arrangement of the internal organs is very different. The heart lies obliquely in the chest, and more to the left side than the right. The liver, by far the heaviest of the internal organs, is on the right side; the two lungs are differently shaped. Moreover, the blood vessels supplying the two sides, especially in the upper regions of the body, are differently placed. That these irregularities of arrangement should have been supposed to explain the predominating use of the right hand by most people is quite natural, and considerable ingenuity has been expended in forming theories which connect the use of the right hand with the position of the internal organs and the consequent situation of the center of gravity a little to the right of the middle of the body. But there is a very simple method of putting not merely the theories but the facts to the proof. Persons have been occasionally met with in whom there is a transposition of the internal organs—that is in whom the heart inclines to the right side and the liver to the left. In these persons the viscera (internal organs) are placed as they would be in the reflection of an ordinary person in a mirror. If the unsymmetrical location of the viscera is the cause of the right-handedness in most people, all those persons whose internal organs are differently placed ought to be left-handed. In a few cases these people have been found to be left-handed, but the majority of them have been right-handed. The former condition seems to have been merely a coincidence. Similarly, with regard

to the arrangement of the blood vessels which supply the brain and the upper limbs with blood, investigation has shown that reversal of the usual arrangement is not as a rule associated with left-handedness, as would necessarily be the case if the unsymmetrical arrangement of the internal organs were the cause of right-handedness.

There is, however, one extremely curious instance of want of symmetry in the bodily functions which is not merely analogous to right-handedness, but is also very closely connected with it. The nervous machinery normally associated with speech is located on one side of the brain only, and so intimate is the relation of this subject to right-handedness that it furnishes a very important clue to the true explanation of that phenomenon.

Every anatomist and all surgeons know that each side of the brain is linked with the movements and sensations almost exclusively on the opposite side of the body; the right half (or hemisphere) of the brain controls the left arm and leg and *vice versa*. Instances are by no means uncommon in which as a result of a paralytic "stroke" producing some degree of loss of muscular power on the right side of the body, the ability to recall and reproduce spoken words is partially or totally lost, this loss of the power of speech being technically called aphasia. In 1861, a distinguished French anatomist, Paul Broca, demonstrated that this particular symptom is associated with damage to a limited and very definite part of the brain substance of the left hemisphere which has since that time been known as "Broca's convolution." When the power of speech has been lost, if the mental faculties are not otherwise damaged, that power can be again acquired by such a course of training and practice as a child passes through in learning to speak. Even when Broca's convolution has been so damaged as to be quite incapable of performing its functions, ability to speak can again be acquired in the manner referred to.

In such a case the part of the brain in the right hemisphere corresponding to Broca's convolution in the left is capable of taking up the work of the latter, but only by being educated to do that work just as the damaged part of the brain had been originally. If after this the power of speech is again lost by injury to the right side of the brain similar to that which impaired the left, there is no hope of speech being restored a second time. It is certain, therefore, that there are two portions of the brain capable of controlling speech; and that in ordinary circumstances only one of them is trained to do so, the other being dormant. All the education is given to one favored side, and all the work is done by it. But the neglected side of the brain, if called by necessity to undertake the work, can be trained to do it—apparently as satisfactorily as the other.

"But," asks the reader, "what has the power of speech to do with left-handedness?"

The answer is that a remarkable analogy exists between the two brain centers capable of controlling speech and the two which control the arms and hands. Let us compare the facts already described with the following statement, viz.: every normal human being has two hands, one of which is always trained for the performance of delicate movements. The other one usually remains comparatively awkward unless accident compels it to try to take the place of the educated hand. Moreover, as has been stated, in the majority of people the active speech center is in the left hemisphere of the brain, but in all known cases in which injury to Broca's convolution has not caused more or less loss of the faculty of speech, the man or woman, boy or girl who has suffered the injury—generally an adult—has been found to be left-handed! In these cases the educated brain center controlling speech was, undoubtedly, not Broca's convolution in the left hemisphere, but the corresponding portion of the brain in the right hemisphere.

Whatever, then, is the cause of

right-handedness, it is closely associated with left-brainedness—if such a term can be permitted—not only for the comparatively coarse movements of the hand, but also for the adjustments of windpipe, tongue, lips, etc., which produce articulate speech, and also with the far finer machinery within the brain which registers our store of words. If right-handedness is in many cases not merely the result of training; if it is not caused by the unsymmetrical arrangement of the organs or blood vessels of the body, but is closely associated with the assumption of important functions by the side of the brain which is directly connected with the right hand, it seems reasonable to suppose that the preference for that hand must be due to some form of superiority of the left hemisphere of the brain over the right. Some investigators have asserted that on carefully weighing the two halves of the brain they have found that in the majority of cases the left hemisphere was a little heavier than the other one; but other authorities on the brain have not found a general excess of weight on the left side. Some authorities have maintained, and others have denied, that the left hemisphere develops a little earlier than the right in most individuals. Although these points must be regarded as not accurately determined, there is ample ground for seeking for the cause of the preference of one hand in the portion of the brain which regulates the movements of that hand, and neither in the hand itself nor in any other organ of the body.

In persons who grow up left-handed, there is no doubt, as has been mentioned, that the left-handedness, and therefore the right-brainedness, is antecedent to any training. There are in addition a very small number of young children who have no strong natural bias toward the general use of either hand. How is it, then, that most of these become right-handed—and, of course, left-brained? A few of them in adult life—very few, and chiefly medical men,—have, it is

true, succeeded in becoming ambidextrous; they can use both hands for almost every purpose for which most men can use only the right. That most people are left-brained in regard to speech seems to be proved by the fact that only in those who are markedly left-handed does damage to the right side of the brain produce impairment of the ability to speak. The most probable reply to the question is that those boys and girls who have no strong tendency toward prevalence of either side of the brain become left-brained because they were trained to become right-handed. This explanation, however, must for the present be regarded as provisional, for its accuracy cannot be proved.

Having now explained so far as our knowledge permits what causes left-handedness, I turn to the practical aspect of the question, viz.: what plan should mothers adopt with left-handed children?

First, if the little one displays no marked preference for the use of either hand—a somewhat uncommon condition—the use of both hands should be encouraged, and this process may lead to such ambidexterity that the child may eventually be able to write equally well with both hands. If, however, cases of entire absence of preference for the use of either hand occur at all, they are quite uncommon. A word of warning is needed at this point. Should any child who has appeared to be ambidextrous develop a decided partiality for the systematic employment of the left hand, all attempts to induce him (or her) to use the right hand for important purposes should cease, and he should be treated as if he had always been left-handed and in the manner which I am about to describe.

When a child displays a decided preference for the use of the left hand, forcible attempts to suppress the use of that member will not be successful and they will handicap his actions to some extent; they will reduce his natural aptitude with his left hand without greatly increasing his dexterity with the other hand. The reason

for this is that “handedness becomes either right-handedness or left-handedness, according to the dictating condition of the better eyedness, right or left” (Dr. G. M. Gould in *Boston Medical and Surgical Journal*, 1907), and right or left-handedness is established before the infant is eight months old (Baldwin in *Pop. Sci. Mthly.*, Vol. XLIV.) If the left eye of the infant is the better eye it will grasp at objects with the left hand and become left-handed, but in about ninety-five per cent. of infants the right eye, controlled by a center in the left side of the brain, is the better eye. In adults oculists have found that as a general rule the right eye is more nearly perfect than the left and less subject to disease, except, of course, in left-eyed and left-handed people. The right eye and right hand *must* work together, the right eye usually governing the actions of the right hand, the left eye controlling those of the left hand. As no amount of training will make a babe over six months old left-brained if it is by nature right-brained, no amount of teaching, exercise or punishment can make it right-eyed or right-handed, for the more than obvious reason that the inciting and controlling force is in the right hemisphere of the brain.

In conclusion, mothers may urge their children who are left-handed to shake hands with the right hand and to use it when eating with a spoon, but not for much more difficult or more complicated actions. They should never be reprimanded for being left-handed—it is not their fault.

Speaking generally, the left-handed members of the community can do many more duties with their right hands than the right-handed can do with their left. There seems to be no valid reason why this should be the case. If right-handed children would practice using their spoon in the left hand, and even throwing a ball first with one hand and then with the other, some of them might in adult life possess a limited amount of ambidexterity such as is now usually the privilege only of the left-handed.

Child-Welfare in Kansas

By WILLIAM A. McKEEVER

It might be of interest to the readers of this magazine to review a brief sketch of the new work which the University of Kansas is undertaking in the interest of the boys and girls of the Sunflower State. The Department of Child-Welfare was established in the Division of Extension in the University, on October 1, 1913. The author of these lines was appointed head of the new department after he had served more than thirteen years as professor of philosophy in the State Agricultural College, at Manhattan. The aim of the department of Child-Welfare has been first, to supplement the work already being done by the school, the home and the church; and second, to unite the efforts of these institutions, with the community assuming the place as recognized leader. Thus far the response of the people of the state to this new work for the children has been most gratifying.

A "WHOLE OF LIFE PLAN"

The effort of the University department of Child-Welfare in behalf of the children of Kansas has been directed toward a realization of a plan of directing and safeguarding the conduct of all the children of all the people at all hours of the day and year, and in all places. The records of juvenile delinquency show clearly that neglect and mistreatment are the two chief contributory agencies thereof. Remove these two causes and crime and pauperism will rapidly decline.

The schools are striving with some degree of success to educate all the children of all the people. The homes which are rightly conducted are attempting to support the efforts of the schools with helpful discipline for the children within their own private circles. But the many other children, those so unfortunate as to have ignorant and incompetent parents, or no parents at all; these have been compelled to depend upon their own child-

ish devices, so long as they did not become actual delinquents. It is at this juncture that the state of Kansas, through its university, is trying to step in and offer a plan for serving the inherent needs of all the children of all the people in all times and places wherein the older agencies are failing to do so.

A BALANCED SCHEDULE

It is the plan of the department to provide not only for the local unified effort of all the children of all the people, but also for a balanced schedule of activities for each individual child. The instinctive needs of the child must be met. His inherent impulse for play and recreation, work and productive industry, sociability and group companionship, religion and altruistic effort—all these call for a wider variety of training courses than the school and the home have as yet seen fit to offer. Instead of mere school-room work, with these other matters as incidental and accidental, this enlarged course of study is designed to offer the forms of instruction and discipline listed below. Now, the Department of Child-Welfare in the University of Kansas is acting in support of a state-wide movement to make this expanded curriculum effective within the state as follows:

1. *Supervised Play.*—There is being offered to the local communities a definite plan for directing the play and recreation of the children just as seriously and methodically as characterizes the schoolroom effort. A regular supervisor for the school playground, for the municipal playground, for the social and recreational activities of all the young—these are some of the points we are contending for, and we are insisting that this new work be supported by public funds.

2. *Juvenile Industry.*—Children are instinctively fond of work. Notwith-



INDIAN DANCE



CHANUTE, GUARD BALL

standing this significant fact, the traditional school course gave little heed to this inherent interest, if it did not really lead the learner in an opposite direction. Now, the department of Child-Welfare is doing all it can to reverse this old-time situation and to see that every child, whether of rich or poor parentage—and in fact without regard to parentage—be given a strict course of industrial discipline. This industry for children is not thought of first of all because of its money-earning value, or even because of its being a preparation for some particular place of employment; but for the sake of laying a strong foundation for a forceful and self-reliant personality.

It is our theory that the child will work joyously if the tasks be made to fit his age and strength, if he be engaged with his group and under a well trained leader and if the industry be made an integral part of a balanced program, as recommended above.

3. *Moral Safeguarding.*—It is our purpose to offer each and every community a plan for safeguarding the morals of the children and young people. Looking toward this end we have attempted to offer suggestions for improving the motion-picture service, for keeping the young people

away from such places as unchaperoned dance halls and irresponsible social centers where evil characters are wont to congregate, and for eradicating the cigarette evil, in so far as it affects the growing boy. In our Prohibition state alcohol is practically no longer thought of as a factor in boy rearing.

4. *Religious Training.*—We have found it practicable to offer some encouragement to the solution of the problem of religious training for the young. In our Child-Welfare contest among the second class cities—each city contending for the first rank as a place in which to rear children and for \$1,000 offered by Ex-Governor and Mrs. W. R. Stubbs—we include church and Sunday School work as one of the six points upon which the score card is made out. Just at this time the department of education of the University is making an active effort to standardize the Bible-study work done in affiliation with the high-school course throughout the state.

In another paper, to follow this one, there will be an effort to describe concretely some of the newer child-welfare effort which the university is attempting to foster and direct in various parts of the state of Kansas.

UNIVERSITY OF KANSAS

Secrets of Hospitality

True hospitality does not lie in great display or in lavish expense. There are magnificent houses thrown open wide at stated times to a great array of guests; but the guests arrive uneasily, and depart as soon as courtesy permits. There are royal banquets, where every delicacy is lavished; but there is no cordiality in either giver or receiver, and the banqueters are sated before they sit down. And the owners of those houses and the framers of those feasts wonder why men and women go with such eagerness to quiet homes

and simple tables, where there is no luxury whatever.

One secret lies in entertaining your friends as nearly as possible after the fashion in which you live yourself. People worth inviting come, not to see your house, but to see you. For set occasions some little preparation may be necessary, but even that little is often too much. What every visitor appreciates most is seeing the family as nearly as possible as it lives, and being made a part of it. The houses that open in that way, as it were by the touch of a spring, are the houses that are loved and frequented.

New Books

Sebago-Wohelo Camp Fire Girls. Published by Good Health Publishing Company, Battle Creek Mich.

Mrs. Luther H. Gulick has written an interesting story on the summer pleasures and life of the Camp Fire Girls. In addition to the pleasures, there is much of education included for the girls who are members of this camp. The book is illustrated and will be of interest to many mothers.

The House of the Dead. By Dostovsky. Published by The Macmillan Company, New York.

The House of the Dead is written by a Russian prisoner and tells much of the life in prison and the years of experience under such conditions. It is well for the outside world to know more of the life of those who are condemned to prisons. It is but just that such knowledge should be general. The title indicates clearly the fact that those outside of prisons have little or no conception or knowledge of those who are the inmates. The writer of this book has poured out his heart in his story, which is a sad one.

School Credit for Home Work. By L. R. Alderman. Houghton, Mifflin Co., New York.

Every parent and teacher will find a message of real value in the recital of the work of a superintendent of schools in awakening interest of the children in their work, and in placing home work on a par with school work.

"The child is a born worker; activity is the law of his nature" is the text which opens the introduction.

Mr. Alderman since 1901 has been working out a system by which the "school can make better home builders."

"The school by taking into account home tasks can make them seem worth while and thus dignify their doing. When we give home work its proper recognition, and the child comes to understand that there are different degrees of efficiency, and skill in doing it, the work will take on a new color. We often hear that children should not have responsibilities; yet we find that the successful men of today are the ones who bore burdens early, most of them before twelve years old."

Mr. Alderman has brought out a great truth when he says "The greatest fault of present-day education is that we constantly try to teach a child how to do a thing without his desiring to do it, or even knowing the reason for doing it. I claim that it is worth while, and is absolutely necessary first to create the desire to do the things that are taught. To do things without a purpose is like trying to eat without an appetite."

The book is commended for study by every parent and every teacher. It is a careful study of child nature and its happy joyous development in many branches of usefulness. Joy in work makes happiness. Without that it is drudgery.

As a preventive of truancy the plan devised should have great value.

Manual of Stories. By Wm. Byron Furbush. Geo. W. Jacobs & Co., Philadelphia.

The most complete and comprehensive book that has been written on the art of successful story telling.

The book will be valuable to teachers and to parents, for it shows the art of making a story interesting, shows how to construct it, and gives many stories that have always interested children.

My Chance to Achieve. By George Herbert Betts. Bobbs Merrill Company.

A father's thoughts on boys who are in their teens. It is dedicated "To all aspiring youths and especially to the two who call me Father." Thinking back to his own youth, and in the light of life's experience he recalls his own thoughts and feelings and shows where youth often needed to heed the counsels of those who have travelled further on life's journey and who realize the principles and education necessary for highest achievement.

The opportunity of youth, the work demanded by the world today are outlined with a vision that takes in life's great purposes.

The Use of Money. By E. A. Kirkpatrick. State Normal School, Fitchburg, Mass.

Few children have had the benefit of constructive training in the use of money. Sad experience in later life gives lessons that if learned in youth would have brightened life and eased many a difficulty. Dr. Kirkpatrick has in his treatment of this subject made it clear that the proper use of money is an important branch of youthful education.

How to teach these lessons in the home is the question facing parents. This book gives valuable suggestions and should be included in every parent's library.

Annual Report of Commissioner of Education for Year ended June 30, 1914.

The annual reports of the Commissioner of Education, published since the establishment of the bureau in 1867, are an invaluable source for the study of educational movements in the United States and abroad. The report is published in two volumes, Vol. I containing reviews of recent progress in the various fields of education; Vol. II, detailed statistics. Pamphlet reprints of the chapters in both volumes are usually available. The latest report issued was for 1914. (Note: Publications of the Bureau of Education are kept on file by all standard libraries.)

Bulletins.

One hundred and fifty numbers of the bulletin of the Bureau of Education have been issued during the past three years; 25 of these are out of print; 53 are no longer available for free distribution, but may be purchased at a nominal price from the Superintendent of Documents, Government Printing Office, Washington, D. C.; the remaining are still available for distribution. (Address Commissioner of Education, Washington, D. C.) These bulletins range in size from 16 pages to several hundred, and cover nearly every phase of educational work. The following is a representative list of recent issues:

1914

- No. 4. The school and the start in life. Meyer Bloomfield.
- No. 5. The folk high schools of Denmark. L. L. Friend.
- No. 6. Kindergartens in the United States.
- No. 8. The Massachusetts home-project plan of vocational agricultural education. R. W. Stimson.
- No. 14. Vocational guidance.
- No. 18. The public-school system of Gary, Ind. W. P. Burris.
- No. 22. The Danish folk high schools. H. W. Foght.
- No. 23. Some trade schools in Europe. Frank L. Glynn.
- No. 24. Danish elementary rural schools. H. W. Foght.
- No. 25. Important features in rural school improvement. W. T. Hodges.
- No. 28. The Montessori method and the kindergartens. Elizabeth Harrison.
- No. 33. Music in the public schools. Will Earhart.
- No. 35. The training of teachers in England, Scotland, and Germany. Charles H. Judd.
- No. 40. Care of the health of boys in Girard College, Philadelphia, Pa.
- No. 44. County-unit organization for the administration of rural schools. A. C. Monahan.
- No. 48. The educational museum of the St. Louis public schools. C. G. Rathman.

1915

- No. 1. Cooking in the vocational school. Iris P. O'Leary.
- No. 4. The health of school children. W. H. Heck.
- No. 8. Present status of the honor system in colleges and universities. Bird T. Baldwin.
- No. 11. A statistical study of the public school systems of the southern Appalachian Mountains. Norman Frost.
- No. 12. History of public school education in Alabama. Stephen B. Weeks.

How a Playground Developed

By ELIZABETH FROOKS KESNER,

Formerly Supervisor, Punxsutawney Playground Association, Punxsutawney, Pa.

"Mother, I did not enjoy the ball game at all this afternoon." "Why not, son? You didn't lose the game?" "No, mother, but—" That's what started a playground in the town of Punxsutawney. Right there a seed was sown which later developed into a model playground. It appeared that every time boys wanted to play they had to pay five dollars for the only available place where they could play baseball and since the money had to be secured at the end of the game they usually felt that most of the fun had been taken out of the sport. The majority of the boys could not afford to pay for their "inalienable" right to play.

For three years this public-spirited mother worked hard and untiringly to gain the coöperation of other mothers. Two acres of land were purchased and a coöperative work was instituted. The grounds were cleared, weeds were pulled out, glass and rubbish were removed, and spots were filled which formerly had no drainage after rain or snow. Never before had the children of Punxsutawney had a real playground; in fact, they were not allowed even to play on the grass in front of the school buildings. Before choosing the apparatus the playground association which had been organized decided that the next step was to secure the services of a play leader who would develop the work from that point and build up a popular play space for boys and girls.

The Play Leader Appears.—When I reached this picturesque town located in the hollow of a valley in the mining regions of Pennsylvania, I found many people who appeared to be opposed to the playground movement and who advanced such reasons as these: "I never had a playground when I was young and I'm all right." "It's a natural thing for children to play

without a playground." "A playground in this community will make idlers out of our children," and other characteristic remarks. There was no need of answering. The people wanted to see for themselves. They wanted to be convinced. When in the course of a few weeks various activities were introduced on the playgrounds and met with the instant popularity of the children—the skeptics were answered. They saw the effect on both the mind and body of every boy and girl who attended the playgrounds and took part in the progress of the day. The effect was strikingly apparent everywhere. Even the children of wealthier parents learned to be fair in their play and not to expect more than an equal opportunity for all.

For the first two weeks there was no apparatus. About one hundred children came daily and while the boys played baseball and engaged in mild athletics, the girls went in for games and storytelling. For resting periods both groups had reading and reciting, and the girls took up needle work and sewed bean bags. Each group age had something different each day in industrial work; quiet activities on hot days and energetic ones on cool days. These groups became so pronounced that fourteen clubs were formed at the end of one month—each with its distinct set of administrative officers and with a certain defined purpose. As the work progressed the clubs developed into friendly competitive forces which helped to make a standard of emulation and efficiency.

The site chosen by the playground association was indeed a most favorable one with a creek of water flowing quietly along the edge of the grounds surmounted by a high hill which could be used for realistic pageants. The creek was occasionally used for

wading and on hot days the boys and girls were refreshed by the cool waters and amused themselves by playing aquatic games.

Children's Own Activities Suggested Apparatus.—Play leadership does not mean throwing ideas upon children but developing what the child actually begins. On a visit made the first afternoon before deciding the most necessary apparatus to be secured, I saw several boys around the playground. One youngster was sitting on a log reading a torn Sunday funny page; two others were swimming in the creek and one child persisted in making mud pies and filling cans with the earth while several girls were attempting to hop some dancing steps. What these children were doing at once suggested the necessary apparatus. A sand-box was built in a few days; then a small-sized pavilion was erected. In the pavilion we held most of the activities. Here clubs met; girls learned folk-dancing and the boys also. On very hot afternoons the children read magazines or books while they listened to a graphophone.

Since it took two weeks for the ordered apparatus to arrive the activities developed as follows: games for all ages and groups, reading, storytelling, hikes and tramps through the woods to nearby points of interest, simple sewing and stitching and crocheting for girls and crude wood cutting for boys. Occasionally the games were varied and each child was requested to bring a string or a piece of cloth and beans or a rope or jacks or paper and scissors. With the string they were taught to make figures and forms; with the cloth and beans they made bean bags; with the rope they learned to jump to the song of different rhymes; with the jacks they played games and made pin-wheels and flowers with paper and scissors. The formation of clubs became popular. Each club had its own line of industrial work and original social program each month. Entertainments were planned by the boys and girls themselves, such as a Japanese

lawn party, costumes, masques, penny social, mystery fete, excelsior get-together and many other similar events. Of course the boys' affairs were crude but they thoroughly enjoyed them as they had to plan and work the program themselves.

There was very little apparatus for the older girls although they learned to crochet, debate and to take up popular folk-dances. Consequently, they planned various ways and means of raising money. Before the middle of July back-stops for ball games were installed and a basket ball outfit was purchased. All clubs partook in these activities at different hours and developed teams which resulted in the organization of a league. More money was raised and a volley ball outfit and two croquet sets were purchased. Toward the end of the first month the older girls and those who worked during the day formed themselves into an evening Camp Fire Club. Electric lights were installed and the pavilion was turned into an evening recreation center as well. This group of young women adopted a definite purpose in organizing and planned different activities for each evening.

Their Own Judges and Janitors.—This playground had its own self-governing forces with specially appointed Boy Scout police, whose duties were to preserve law and order on the grounds. Any misdemeanor was referred to court which was held on Saturdays when a judge and jury composed of children tried each case. There was no care-taker, yet the children enforced their own laws and kept the grounds "cleaned-up" all the time.

The success of the work in play in the town of Punxsutawney inspired one of the richest women to make a bequest of \$20,000.00 for a building to be erected on lots next to the playgrounds. The institution is to be founded for Punxsutawney's children and is to be known as The John A. Weber Industrial and Domestic Science School. In addition an endowment of approximately \$100,000.00 is provided for the maintenance of

the school. Furthermore, the public-spirited woman through whose efforts the playground became a reality was recognized as the friend of the people in that progressive community and

during a recent campaign was elected a member of the school board—the first woman to hold an elective office in the history of the town of Punxsutawney.

Elasticity in Laws for Child Welfare

The recent tour of the country made by officers and workers of the National Congress of Mothers and Parent-Teacher Associations was productive of much information and many interesting facts; among the latter perhaps the most gratifying was the fact that many friends of children throughout the land,—people cognizant of and dealing daily with their highest interests,—devoted, intelligent and conscientious people occupying positions of trust and dignity, are alert to the possibility that certain laws originally designed to protect children may be made so stringent as to result in evils equal to those which first cried for reform.

The Mothers' Congress, having voiced this conviction, was glad to find its views endorsed and its judgment so universally upheld, by those best qualified to know. Every friend of children must hold that they should be shielded from all work of a stultifying nature, from all work carried on under improper conditions, from work for which they are not physically fit and from any undue amount of work: since some parents and guardians are too selfish, ignorant, grasping or indifferent to protect their children from these dangers a law which will extend such protection is necessary. Such a law, however, may wisely be formed with due consideration for two very important facts: first, the fact that not *all* parents are selfish or grasping or ignorant, or indifferent but that, on the contrary, numbers of them are the best and wisest judges possible of the needs of their children. Second, that work is the foundation stone upon which life itself is built; that a right attitude toward it is an

essential to right living, and that it is an indispensable element in character building and an integral part of education.

Any law which, in its endeavor to protect part of the children from too much work, establishes provisions which deprive all the children of all work goes too far. No law so stringent in its nature that it prevents intelligent parents from using their best judgment in providing for the up-building of the character of their children or intelligent teachers from advising a term of work in place of a term of school when the best interests of the pupils seem to require it, can result in good to the state. To say that the children may work "around home" and without pay is begging the question. Children old enough to work at all are discriminating enough to know the difference between the real and the artificial. It is work on the same basis that men work—in the conditions that are found in real life that the boy who is in rebellion at school clamors for, and how often work on this basis sends him back to school in a frame of mind entirely different—appreciative of what school affords in the way of preparation for real work in the real world.

There are those who seem to hold that parents cannot be trusted, that teachers cannot be trusted, and that employers in general are black ogres who catch little children and grind them to death. What people, then, *are* to be trusted? And why hope to bring about any bettering of conditions in a world so wholly bad? In any path of life there are individuals who fall below the standard, but shall we condemn, for example,

the whole medical profession for the shortcomings of a few? Because here and there a teacher is hard and indifferent, shall we refuse to recognize the wonderful devotion of teachers as a class? And, knowing that there are inhuman and unnatural parents, shall we therefore deny the miracle of mother-love and father-love which binds the world together?

We must trust somebody. The business of the world cannot go on without faith and confidence. Can we do any better than to rest our confidence in the two classes of people who are most closely related to the lives of children, the teachers and the parents?

When parents and teachers agree in a given case that it is best for a child to go to work, and when a reputable physician vouches for his physical fitness for the work, there should be no law which makes it impossible for him to do so. Discretion of those most interested in the child's welfare should not be made to count for nothing. Children cannot be handled in bulk: one boy at twelve years of age may be physically and mentally better developed than another at fourteen or fifteen. Any law which really aims at securing the best conditions for children must recognize these differences and must recognize also the moral value of work and the vitiating nature of

idleness. Such a law must have some elasticity, so that it may work out justice and not oppression; its provisions must leave room for the judgment of responsible people in individual instances.

In the twelve states in which meetings were held during the tour it was shown beyond any question that among all those people most devoted to the interests of children—parents, school principals, superintendents and teachers, judges of juvenile courts, mayors of cities and governors of states—this sentiment strongly prevails. A resolution embodying the idea passed unanimously at the recent annual convention of the National Congress of Mothers and Parent-Teacher Association in Portland, Oregon, in May, 1915.

We of the Mothers Congress claim to be sincere in our devotion to child welfare. We are not afraid to be unpopular if it becomes necessary to be so in order to stand for our convictions. We give generously of our time, our strength and our money to make conditions in the world better for children. We are volunteer workers without other recompense than the joy of the work; and we believe that intelligent, enlightened, unselfish mother-love will be the safest guide to justice for children.

CORA C. BRIGHT.

This Is The Land

By DENNIS A. MCCARTHY

This is the land where hate should die—
No feuds of faith, no spleen of race,
No darkly brooding fear should try
Beneath our flag to find a place.
Lo! Every people here has sent
Its sons to answer freedom's call;
Their lifeblood is the strong cement
That builds and binds the nation's wall.
This is the land where hate should die—
Though dear to me my faith and shrine,
I serve my country best when I
Respect the creeds that are not mine.

He little loves his land who'd cast
Upon his neighbor's faith a doubt,
Or cite the wrongs of ages past
From present rights to bar him out.
This is the land where hate should die—
This is the land where strife should cease,
Where foul, suspicious fear should fly
Before the light of love and peace.
Then let us purge from poisoned thought
That service to the state we give,
And so be worthy as we ought
Of this great land in which we live!

Reading Course For Boys

UNITED STATES BUREAU OF EDUCATION, HOME EDUCATION DIVISION

Reading Course No. 4.

For most boys in the United States school days are few. The average is only a little more than one thousand for each boy. For many boys the days are fewer still. While in school they have little time for general reading. Lessons in arithmetic, algebra, geometry, elementary science, geography, history, composition, technical grammar, and other subjects, take up most of the time. But all boys in the country and city alike may, if they will, find much time for the reading of good literature on Saturdays, Sundays, holidays, during the long vacations, and after they have quit school. Even if a boy works steadily for 10 hours a day, 6 days in a week, he may still find much time for such reading, if only he has learned to save his time, has a taste for reading, and has formed the reading habit. In a week there are 168 hours. Ten hours of work a day for 6 days make 60 hours for the week (most boys work much less; in many cities and states the day's work is limited to 8 hours); 10 hours a day for eating and sleeping make 70 hours; 3 hours a day for play and recreation make 21 hours; a total of 151 hours. This leaves 17 hours a week, or 884 hours a year, for reading—as many hours as are spent in school by a boy who attends school regularly and promptly 5 hours a day, 9 months in the year, with only 3 holidays.

A boy who has learned to use his time well and has a little good advice in selecting books may easily read two dozen good books a year without infringing on his time for work, sleep, or play and recreation. By reading two dozen good books a year any boy may, before he is 20 years old, become familiar with a large part of the best literature of the world, fill his mind with helpful ideas and noble ideals, and gain something of the finest culture the world can offer.

Many men have attained all this with less of opportunity than is presupposed here. The boy who has done this much, or even one-half or one-fourth of it, by the time he becomes a man, and has also formed the habits of saving his time and of reading good books, will continue to grow. His mind and heart will become richer and his life happier as the years go by. He will finally become a broad-minded, intelligent man of the world and a citizen of all time, instead of an ignorant, narrow-minded inhabitant of some restricted locality, without knowledge of the past and without outlook on the future. Though never leaving the county or city in which he was born, he may become familiar with every country of the world and acquainted with many of the best men and women of his time wherever they may live. A boy lying in the shade of a tree on a hot summer day with a book in his hand was asked by a passerby what he was doing. The prompt answer was, "I am traveling around the world, sir." And probably he was traveling to better purpose and seeing more than many thousands who buy their tickets on trains and steamships and pay hotel bills from country to country and from continent to continent.

It is to help earnest and industrious boys to accomplish these things that the Home Education Division of the United States Bureau of Education offers this Reading Course for Boys. There are many good books for boys. No one can say which are best. Some books may be best for one boy and other books best for another boy. It is not expected that any boy will confine his reading to the books contained in this list. Other courses and lists will be issued by this bureau. Boys who have read the books of this course may want to read those of other courses and all

boys will want to read books not contained in any formal lists prepared for them.

For reasons easily understood, books on religion are not included in this list. But every American boy, of whatever church he may be or if he be of no church, should know the English Bible and read it constantly.

A good book should be read more than once and every boy should own some of the books which he reads. Books are cheap and money paid for them is well invested and will pay large dividends in life and happiness and even in money itself. Most cities and towns in the United States and some country communities have good public libraries, and many public schools, both in city and country, have good small collections. Every community in which boys and girls live should have a public library with all the books of this list and many others in it.

If there is no such library in your community in the school or elsewhere, then you should get all the boys and girls to work with you and not rest until there is one.

To each person giving satisfactory evidence of having read all the books in this list, there will be awarded a certificate, bearing the seal of the United States Bureau of Education and signed by the Commissioner of Education. It is hoped that many thousands may do so. State school officers are asked to coöperate with the Bureau of Education in directing in their several States this and other reading courses arranged by the bureau. In those States in which this is done the certificates may bear also the signature of the chief school officer.

For admission to the circle of boys reading in this course, it is only necessary to write to the Home Education Division of the Bureau of Education, Washington, D. C., giving your name and post-office address, your age, and a brief statement of your education and occupation. You should write the Home Education Division of the bureau when you have finished reading any book of the course. It is not necessary that the books be read in the order given. They should all be read, however, within three years from the time that you register.

Message to National Congress of Mothers and Parent-Teacher Associations

By M. V. O'SHEA,

Chairman Educational Department.

The educational work of the National Congress and of the state congress must be done along the following lines, in my judgment:

1. The thing of chief importance is for each state congress to become affiliated with its state university so as to secure the advantages of the extension work. Further, each state congress ought to make a demand upon its state university to develop courses relating to child life, child welfare, and education. In our own university we have appointed Mrs. Edith E. Hoyt to have charge of this work in the

extension division. She will go without expense to any community in which interest is manifested in work in child welfare. She has developed courses for parents, and is devoting herself to the development of work of a practical character for parents. Mrs. Hoyt has had extensive experience in training her own children, and she has been a student of child development and child welfare. She could be of service to a congress in any community. But she has not been asked to be of service except in a very few communities. Here is an opportunity

for the State Congress to develop an interest in child welfare in the various communities in the state, and to have communities call upon the university to be of service in every way possible. Exactly the same thing should be done in every state. The plan is entirely feasible, and is, I think, the most effective way for the Congress to develop its educational activities. Why should not the state congresses utilize the opportunities in the state universities? Why shouldn't they take the initiative in asking the president of each university to develop courses, exhibits, etc., relating to child welfare and make these accessible to any community in which there are enough of interested people to make it worth while for the university to send lectures and exhibits there. I have been surprised that more of the state congresses do not realize the opportunity in this regard.

2. During the present year, I have prepared something like a key to child study and education in which I have classified under ten divisions with about a hundred subdivisions all phases of child nature and education. I am preparing a list of books for reference on each principal subject mentioned in this key. It might possibly be of value to members of congresses to have this key with list of references. I might send this to the state congresses for distribution among their members if they should be interested in this sort of thing.

I think it will be well also if a series of programs for parents can be prepared with two or three readings suggested for each program. One reason parents' meetings do not produce more results and arouse

more enthusiasm is that they ordinarily do not seem to be specific enough. The programs are too indefinite, they are too general and too remote from the everyday needs of parents.

3. I should be interested to learn to what extent members of Mothers' Congresses are keeping in touch with literature relating to child life and education. Is there any way to find out whether parents are actually studying what is being accomplished in the investigation of child life and improvement of means and methods of training?

From my observation it seems apparent that but few parents are purchasing or reading books relating to childhood and education. It is traditional with parents that they cannot be helped by reading anything relating either to child nature or to education. I think there is some improvement in this regard, but it will take a considerable period yet, it seems to me, to get parents into the habit of studying the problems of child training.

In some way parents must be made acquainted with what is being revealed in the investigation of child life and of education. If they won't read, they must be reached through the spoken word or through exhibits. This is why I have been attaching so much importance to the plan of utilizing the lectures and exhibits in the universities. I do not mean to imply that parents cannot be reached through the written word; indeed I am confident that writers on child life and education are every year making what they write more concrete, interesting, and helpful to parents; and the result will be an increased interest on the part of parents in the literature of child life.

State News

IMPORTANT NOTICE

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks attention to the necessity of complying with this rule.

Annual Child Welfare Conferences of State Branches

New York—Poughkeepsie, October 7, 8, 9.
Ohio—Canton, October 7, 8, 9.

Vermont—Bennington, September 9 and 10.
Pennsylvania—Pittsburgh, October 27, 28, 29.

What is State News?

CHILD-WELFARE MAGAZINE asks for reports of work accomplished from every circle or association in membership. In writing to the MAGAZINE please remember that news of nation-wide interest must tell of work actually accomplished. It is the work, and not those who do it, which should be made most prominent.

If there are conditions and needs which are problems, send those in the news given. Others may have solved the problems which are troubling you.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

ALABAMA

A very interesting meeting of the Birmingham Council of Mothers' Clubs was held May 27. This first anniversary meeting opened in the private dining-room of the Woman's Exchange, where a delicious luncheon was served, Mrs. T. A. Burbidge presiding. Messages were read from the national secretary, Mrs. Arthur A. Birney, and the state president, Mrs. B. F. Hardeman. From a membership of 12 clubs, seven were represented, and five submitted excellent reports. The total membership of the Council is 143 members, representing 955 Birmingham children. An hour was spent discussing organization of new clubs, methods of extension work, etc. Following this discussion, the Council took up the study and consideration of "The Adolescent Girl." The election of officers resulted in the choice of the following:

Mrs. T. A. Burbidge, Pres. Ensley Mothers' Club.

Mrs. R. A. Clayton, Vice-Pres. Woodlawn Mothers' Club.

Mrs. E. E. Smith, Secy. and Treas. in Martin School Improvement Asso.

The Mothers Circle of Montgomery has published a beautiful year book, which contains the programs for the entire year. Each meeting has a text taken from CHILD WELFARE MAGAZINE, and suited to the topic of the day. The president is Mrs. P. W. Hodges.

CALIFORNIA

Holds 16th Annual Convention—Program of Mothers Congress Day at Panama Pacific Exposition—National Congress of Mothers Conference at Exposition—San Francisco Hospitality

to Visitors—Banner Presented to California for Largest Membership—349 Associations in California—Los Angeles Entertains National Officers—Meetings in Pasadena and Pomona—San Diego Holds Conference with National Officers.

The California Congress of Mothers held its Sixteenth Annual Convention in the Civic Auditorium, San Francisco, May 18-19, 1915.

National Congress of Mothers and Parent-Teacher Associations' Day Panama-Pacific International Exposition was May 20, 1915.

May 18 and 19 were given to reports of officers and department chairmen. Ten new circles have joined since May. 349 associations have paid their dues this year, while 52 associations have not yet sent in their dues. Seventeen associations have over 100 members. With the large membership in California and the many active departments these reports are full of life and inspiration.

The arrangements for the Special Day for the National Congress of Mothers and Parent-Teacher Associations at the Panama-Pacific Exposition, May 20, were made by Mrs. H. N. Rowell. The members of the Congress and their friends assembled in the California building at 2.30 P. M. The program was as follows:

Music by Band.

Chairman of the Day—Mrs. H. N. Rowell, President of the California Congress of Mothers.

Presentation of Commemorative Bronze Medal by Officials of the Exposition.

Response and acceptance by Mrs. Frederic Schoff, President National Congress of Mothers and Parent-Teacher Associations.

Address by Hon. Hiram Johnson, Governor of California.

Address by Hon. James Rolph, Jr., Mayor of San Francisco.

4.00 P. M.—Reception in main Reception Room, California Building.

A two-day special conference of the National Congress of Mothers and Parent-Teacher Associations had been arranged by Mrs. Rowell, May 21-22, in the Civic Auditorium, San Francisco.

Greetings were given by Mr. Alber Roncoviari, city superintendent of schools. The response was made by Mrs. J. D. Taylor, vice-president California Congress of Mothers.

Addresses followed by Mrs. Frederic Schoff on Home Education and Dr. Lewis M. Terman of Stanford University on "Recent Aspects of Child Hygiene," by Miss Grace Everett Barnard, who had attended the Montessori School in Rome on Montessori in Relation to the Kindergarten.

Dr. Richard Gause Boone, University of California, spoke on "The Vitalized Elementary School."

Education of the Defective Child was presented in a paper by Mrs. Vinnie Hicks, Oakland School Dept., Mr. Edward B. De Groat gave an excellent address on Recreation and the Home. Mrs. Milton P. Higgins, Worcester, on Moral Training. Mrs. Kate Waller Barrett on "The Protection of Our Girls." Mrs. May Wright Sewall on Peace.

Dr. Jessica Peixotto gave an interesting account of the orphanages of California.

Child Welfare legislation in California enacted by the last legislature was reported by Mrs. C. D. Webster, secretary of the Woman's Legislative Council of California.

A beautifully printed program for all the meetings was prepared by the California Congress. In addition a list of Child Welfare Exhibits was given with the places they could be found.

The conference closed with a short address by the national president in which she related the calling together of less than 100 women in Los Angeles in May, 1900, to plan for organization of the California branch of the Congress. Through the splendid work of those few women the foundation was laid for the present splendid organization of parents and teachers, which enrolls nearly sixteen thousand members, and whose service for child welfare is beyond estimate.

The officers of the National Congress presented a beautiful blue-and-gold banner to the California Congress in recognition of its remarkable work and the fact that it leads all other states in numbers.

LOS ANGELES

Los Angeles members of the Congress gave a large luncheon and reception to the national officers as they journeyed southward.

Mr. Francis, superintendent of schools, gave an entire day to showing these officers the work of Los Angeles schools which may well be a pride to every resident of that city, for no state can show more thought for every phase of education for children.

An interesting meeting of the Pasadena Parent-Teacher Associations was held under the mulberry trees and supper served to the members. Several of the national officers enjoyed the hospitality of the Pasadena Federation of Parent-Teacher Associations by invitation of Mrs. Jerome Cross, the president.

Pomona Parent-Teacher Association arranged to have the superintendent of schools and officers of the Parent-Teacher Association meet Mrs. Schoff and Mrs. Bright at a supper spread under the shade of one of the largest camphor trees of California. A meeting was held in the High School.

San Diego leaders of the Parent-Teacher Associations arranged for a luncheon at Christobal's Cafe and meeting of members to meet Mrs. Schoff, Mrs. Bright and Mrs. Dick, under the pepper trees at San Diego Exposition.

Everything that could be done to make their visit pleasant was done by Mrs. Wilfred Guy and Mrs. J. C. Hyde and other officers of the San Diego Council.

As hostesses to many eastern visitors California is holding out the hand of welcome.

COLORADO

Parent-Teacher Associations in Every Denver High School—Grand Rally Day and Baby Parade and Children's Carnival—9000 People Attend—Pueblo District Shows Great Work.

DENVER DISTRICT

June of 1915 has been a full and eventful one for the Denver District.

Through the efforts of our efficient state organizer, Mrs. Warwick Downing, all of the high schools have formed Parent-Teacher Circles. This is a decided acknowledgment on the part of the high schools of the good accomplished in the grade schools—and, we hope, presages a new era of coöperation between the parents and educators of the city and the state.

In a recent campaign for the enlargement and endowment of the Children's Hospital, the Denver district pledged itself to give \$250. This means the saving, physically of many unfortunate little ones. The effort

is a noble one and must result in much good, also morally and mentally for the children of the entire west.

A great honor was paid our Denver chairman of the Hygiene Committee when she was asked by Mrs. Schoff to become chairman of the National Hygiene Committee. Although Dr. Jeannette H. Bolles was unable to accept, the entire state association can not fail to feel that the office could not have been more deservedly bestowed and that they are receiving reflected honor.

Dr. Bolles has been giving first aid lessons to the boys of the playgrounds association in the different parks and will continue to do so throughout the summer.

The event of this summer for our organization has been the grand Rally Day Baby Parade and Children's Carnival held at Elitch Gardens, June 15. Nothing like it has ever been seen in this part of the country. Hundreds of children in line, in fancy costumes, from peasant to king and queen, from colonial days to present time, from Japanese to American Indian made a beautiful spectacle, which none who witnessed can forget. Decorated baby buggies, pony-carts, express wagons and all manner of conveyances for little ones make the sight one of general interest. Games were played, all day—the program being in charge of the City Playgrounds Association. It is estimated about 9,000 people were on the grounds. Each Parent-Teacher Circle had its own headquarters. Basket lunches made the day a thoroughly sociable one—promoting the spirit of sisterhood and democracy which is the keynote of the organization.

A special program and state bulletin was issued by Mrs. A. G. Fish, chairman of the State Bulletin of Colorado.

PUEBLO DISTRICT

As usual Pueblo District is flourishing. Its wide-awake, alert leadership is continually doing something new and progressive. The press is thoroughly in accord with its every move and lends its aid to further the success of every enterprise the Congress puts forward.

A new branch of the work just launched by Mrs. F. A. Wells, chairman of the District Council, is rapidly crystallizing plans for social center or community labors. In this she has the coöperation of physicians of the highest standing and of the superintendents of schools. It cannot possibly fail.

A Penny Savings Committee has taken steps toward introducing such a system in the public schools.

The work of the playgrounds committee have secured \$2,000 for activities during the

summer and will immediately begin to use it beneficially.

Parent-Teacher Associations have been formed in 9 adjoining cities and all report satisfactory results.

A compliment was paid the Pueblo District by a business man of the city when he said "Why the whole city is studying this course, laid down by the Mothers' Congress." The system in Pueblo is unique in that it takes one subject and discusses it in every school in the city in the same week, thereby getting views of the best lawyers, physicians, educators, business men. This necessitates widely differing view-points and must broaden and enlighten.

Many material benefits to the school are reported, such as victrolas, kitchen equipments, libraries and flag poles. In one district, with the assistance of the D. A. R., they have been able to found a neighborhood house.

Our beloved State President, Mrs. Fred Dick, was sent as a delegate by the Association to Portland, Ore., to attend the national convention. We were very proud of the honors given her, of her being made Chairman of the Resolutions Committee. We feel the inspiration of daily contact with her capable mind and self-sacrificing spirit and appreciate the recognition of it from the National Convention. We expect to receive much benefit from her association with the noble women who constituted that distinguished assembly.

A memorable event in the history of our organization will always be the visit paid Denver and Pueblo by our beloved and honored national president and vice-president, Mrs. Schoff and Mrs. Bright. We are deeply, grateful for the privilege of their council and the pleasure their stay afforded us. Pueblo and Denver feel that having touched the "hem of the garments" of these two *mothers of mothers* that the inspiration will be extended to their children's children.

The luncheons which were the hospitalities offered these distinguished guests will remain bright spots in the memories of all those fortunate enough to attend.

CONNECTICUT

Annual Convention in West Haven—Mrs. Wilfred Dresser, Hartford, New President—Next Convention New Britain—Mrs. B. L. Mott, Chairman of Press.

The Connecticut Congress of Mothers for Child Welfare held its annual convention at West Haven, April 22 and 23, with 133 delegates present, representing some 60 Clubs, all of which are working for the higher

education of the child and its instructors, in both home and school.

One of the clubs adopted as its motto these words: "What we sow in the home and school, we reap in the nation," a quotation which well expresses the purpose of our organization.

These clubs have one and all worked for the school interests of their city or town and report splendid achievements from the furnishing of gloves, rubbers and shoes for those who could not otherwise attend school to equipping a gymnasium and helping restore a burned schoolhouse.

I wish time would permit of an inventory of the moneys raised and coöperation established by these splendid women, but I can only say that we are eager for suggestions and striving to do our part in the world's greatest work, the making of the men and women of tomorrow. Thus read the report, by the newly elected president of the Connecticut Congress of Mothers, Mrs. Wilfred H. Dresser, of Hartford, in the meeting of the Woman's Council of Education, held at New Haven in April, also adding a list of individual club activities in brief:

Books for school library.

Needed maps and dictionary supplied.

Sanitary conditions improved.

Special teachers supplied for sewing, swimming, cooking, folk dancing and nature study classes.

Prizes given for essays, attendance, bird lists, egg masses, gardens, etc.

Playground apparatus.

Sewing machines.

Victrola and records and many other needs of the schools and children met.

In this report Mrs. Dresser summed up the work of the Connecticut Congress most practically.

The regular bi-monthly executive board meeting was held at Hotel Bond, Hartford, June 15, with an intermission at one for a delightful luncheon, with the usual large attendance of the board members which include the club presidents. At the afternoon session plans for the fall work were outlined and the invitation to hold the annual convention at New Britain in April, 1916, accepted.

Many of the chairmen of committees had new plans to present, among whom was Mrs. W. H. McDonald, chairman of THE CHILD WELFARE MAGAZINE. She expressed herself as to the value of the publication and urged a larger subscription list. All were lavish in the praise of the magazine, its high standard and value.

The work of the Connecticut Congress of Mothers has been most satisfactory for the past year and bids fair to be even more effective

the coming year. A younger and most enthusiastic leader is at the helm, the organization very active and every one ready for service.

DELAWARE

Delaware College held a summer school in Newark during July.

One day was given to the Delaware branch of the National Congress of Mothers and Parent-Teacher Associations.

Greetings from Dr. L. C. Mitchell, president of Delaware College, with response by Mrs. O. V. Wootten, vice-president of Delaware Congress, were followed by reports of New Castle county, Kent county and Sussex county branches, given by Mrs. C. O. Houghton, Mrs. Garrett Harrington, Mrs. Rodney and Miss Irene Earl, leaders of Parent-Teachers Associations in each county.

A brief statement of experience from teachers was given by a teacher from each county invited by Dr. Wagner, state superintendent of public instruction. A luncheon was followed by addresses by Dr. Chas. A. Wagner, Dr. Eisenberg, superintendent of schools, Chester, Pa., and Mrs. Frederic Schoff.

Dr. Wagner presented a list of problems to be solved by parent-teacher associations next year.

Mrs. George W. Marshall, state president, had charge of all arrangements, and has seen the work which she began extend over the entire state with coöperation of all leaders in education.

IDAHO

Mrs. R. H. Tate, a National Vice-President—Visits Northern Congress of Idaho Many Towns Will Organize for Child Welfare—School Superintendents Promise Coöperation.

Mrs. R. H. Tate, Vice-President of National Congress of Mothers and Parent-Teacher Associations, has recently made a tour through northern Idaho in promotion of the child welfare work there.

In Grangeville a meeting was held in the new high school with Mr. D. F. R. Rice, superintendent of schools, presiding. Rev. R. E. Gornell, pastor of the Federated Churches and Superintendent Rice were appointed to complete the plans for organization of a Parent-Teacher Association in the fall. The Women's Civic League also arranged a meeting to hear of the Congress work.

Lewiston mothers and teachers were interested as a result of a meeting in the Methodist church and Miss Edith Redfield, Superintendent of Nez Perce County schools,

favors having parent-teacher associations in all the schools of the county. In the fall the work will be begun.

Moscow, Idaho, gave a cordial welcome to Mrs. Tate, and a committee was formed to proceed with organization of Parent-Teacher Associations in the fall.

Coelr D'Alene was given an opportunity to understand what is the scope and purpose of the Parent-Teacher Associations, and those who through misunderstanding had been unfavorable said that parent-teacher associations could not be organized too soon for them.

Harrison women were interested and will take up the organization of parents next fall.

Sand Point already has a Parent-Teacher Association and will take steps to organize associations in all the schools.

Along the way Mrs. Tate interested everyone she met in the great work being done by the Congress of Mothers.

In Idaho, where the state is so divided by mountain ranges and lack of railroads, the necessity for county organizations is keenly emphasized. Many county superintendents are already interested to promote them. Valuable assistance has been given to Mrs. D. W. McFadden, president of Idaho branch and other state officers by the visit of a national vice-president.

KANSAS

The Merriam Parent-Teacher Association was organized April 24, 1915. Within a month there were fifty enthusiastic members. Two delegates attended the state convention in May.

Money has been raised by local talent entertainment and the proceeds turned over to the playground committee.

A university extension course is being arranged for this winter under the auspices of the association.

MISSOURI

New Year Book for Missouri—Pupils of Springfield School Give Play, "Every Day Fairies"—St. Louis Has Night Sleeping Camps for Babies, Under Supervision of the Council of Mothers Circles and Parent-Teacher Associations of St. Louis and St. Louis County.

SPRINGFIELD

Springfield officers of the Missouri Congress of Mothers and Parent-Teacher Associations met at the home of Mrs. Charles Baldwin, to prepare the year book of the state organization.

THE PUPILS OF GREENWOOD SCHOOL GIVE PLAY, "EVERYDAY FAIRIES"

More than two hundred persons witnessed the production by pupils of Greenwood school of the playlet, "Everyday Fairies" on the campus of the Springfield State Normal school and participated in the informal reception and banquet given by the members of the Parent-Teacher Association of the model training school in honor of the teachers and pupils of Greenwood.

So successfully was the fairy tale contained in the playlet carried out that the little players were prevailed upon to repeat their production after the banquet and program of addresses.

ST. LOUIS

Mrs. Norman Windsor, of St. Louis, has recently organized in that city the first Jewish Mother Club in Missouri, called the Home Circle, and having for its president Mrs. Marcus Harris, and vice-president, Mrs. Charles Stix.

The Lincoln School Parent-Teacher Association gave a picnic July third, in a grove near the schoolhouse, and the fund being raised by the Parent-Teacher Association for victrola and records was considerably augmented.

REPORT OF NIGHT SLEEPING CAMP FOR MOTHERS AND BABIES FOR THE SEASON JULY 7, 1914 TO SEPTEMBER 1, 1914, UNDER THE SUPERVISION OF THE COUNCIL OF MOTHERS' CIRCLES AND PARENT-TEACHER ASSOCIATIONS OF ST. LOUIS AND ST. LOUIS COUNTY

The appalling increase in infant mortality in our city during the heated terms was brought to the notice of the Council of Congress of Mothers' Circles and Parent-Teacher Associations of St. Louis and St. Louis County by Dr. E. W. Saunders, in his talk given before the organization at Shaw's Garden, June 18, 1914.

The result of the investigation by those in authority brought the realization to the Congress that a needless sacrifice of life among children could be avoided by refreshing night sleep in the open, which might be secured to them by the establishment of a Night Sleeping Camp for Mothers and Babies. This Camp was opened in Lafayette Park on July 7, 1914.

The Camp was open fifty-six nights, from July 7 to September 1. Total attendance, 881, the highest number for any one night being 85. Attendance varied according to weather. There were no restrictions as to

the number of nights any one mother could come—one mother coming 33 nights.

Nine nationalities were represented, the majority being drawn from two sections of the city—about one-third from the district extending east from the park within a radius of ten blocks; two-thirds from the most congested section of the city, between Fourteenth and Eighteenth, along Franklin, Carr, Biddle, and some few from scattering sections.

Camp information was spread through the means of settlement houses, social workers in various organizations, and largely by the police, who distributed printed leaflets of invitation and rules, and by that great factor for good, the press.

The slogan of the Camp was: "For well babies to keep them from getting sick."

Comfort and safety was assured by a weather-proof tent; screened cots and blankets; stove for heating milk; ice box to keep milk fresh; filtered drinking water; matron in charge during night; doctors' services; police protection.

The safe and sane Fourth of July Celebration by South Side Mother Circles and Parent-Teacher Associations at Tower Grove Park was attended by more than five thousand people.

KANSAS CITY

Mrs. W. H. Jobe, of Kansas City, has recently been elected president of the Council of Parent-Teacher Associations of that city. The Council has given a substantial amount to the state organization fund.

SEDALIA

Over 600 persons attended the Parent-Teacher Association meeting on Whittier Playground in Sedalia.

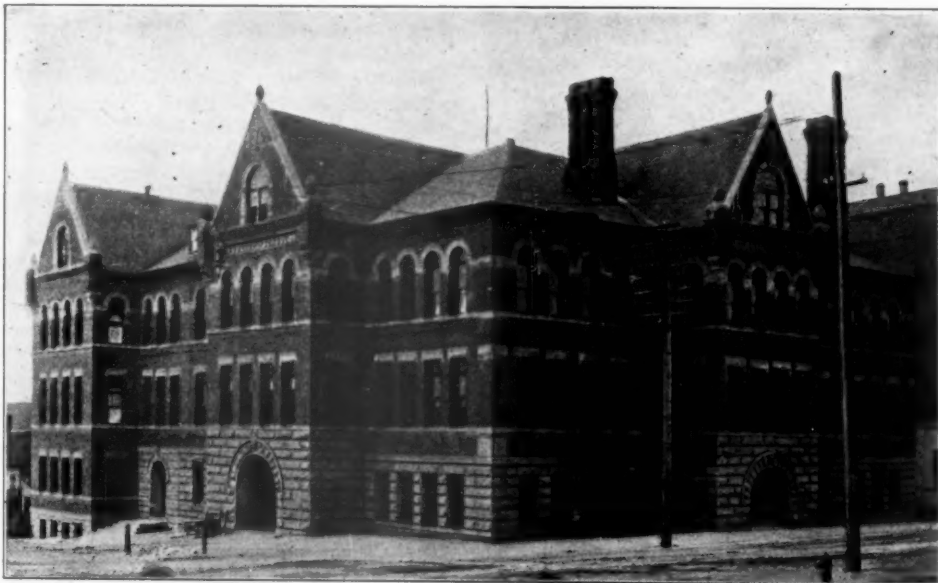
Dade County, Mo., held a "Better Baby" contest. The babies were first registered, under the auspices of the Greenfield Parent-Teachers' Association. They were met at the door by a trained nurse, carefully examined and then passed on for the mental test. This test is based on the F. Kuhlman revision of the Binet Simon system, and requires certain qualifications for children of a certain age.

The Greenfield Commercial Club paid all the expenses of the contest. There were eighty-six entries, fifty-three of them being from other parts of the county than Greenfield, where the test was made.

The county medal was presented to Roy Ellen Poindexter, daughter of Mr. and Mrs. R. C. Poindexter of Pennsboro. The Greenfield medal went to Elizabeth Grether, daughter of Mr. and Mrs. F. C. Grether. Ten diplomas were awarded to as many children.

Physicians, dentists and oculists of Greenfield gave their services free, and Miss Mary Duffy, of Springfield, the trained nurse, gave excellent service.

The officers of the Greenfield Parent-Teacher Association are: President, Mrs. F. C. Easten; vice-president, Mrs. B. M. Neale; secretary, Mrs. S. W. Jones; treasure, Mrs. A. C. Hall.



PUBLIC HIGH SCHOOL, BUTTE, MONT. State Branch of U. C. M. and N. T. A. organized here.

MONTANA

Public High School in Butte, Montana, where the first Child Welfare Conference in Montana was held May 6 and 7, by the National Congress of Mothers and Parent-Teacher Associations.

Governor Stewart of Montana, has appointed a Child Welfare Commission in response to the request of the National Congress of Mothers and Parent-Teacher Associations. The chairman is Mrs. A. W. Kingsbury, Great Falls, Montana. There are twenty-three members of the Commission representing different parts of the state.

NEW MEXICO

The first Child Welfare Conference in New Mexico was held at Albuquerque, June 7. Local arrangements were made by Superintendent Milne and Mrs. John W. Wilson, state organizer. The meeting was held in the handsome high school building. Mrs. Schoff and Mrs. Orville T. Bright were present and both spoke on various phases of the work for child welfare. President Boyd, of New Mexico State University, presided at the evening session. The following officers were chosen: *President*—Mrs. John W. Wilson, Albuquerque; *Vice-President*—Mrs. R. P. Donahoe, Tucumcari; Mrs. John Milne, Albuquerque; Mrs. Frank Roberts, Las Vegas; Mrs. Lorin C. Collins, Santa Fe; Mrs. Katherine Hicks, Santa Rosa. *Recording Secretary*—Mrs. John Milne, Albuquerque; *Corresponding Secretary*—Mrs. J. N. Strumquest, Albuquerque; *Treasurer*—Mrs. J. A. Miller, Albuquerque; *Auditor*—Mrs. Oldham, Portales. *Board of Managers*—Mrs. F. A. Townsend, Santa Fe; Mrs. George S. Clock, Albuquerque; Mrs. R. A. Dodson, Tucumcari; Mrs. R. A. Prentice, Tucumcari; Dr. Margaret Cartright, Albuquerque; Dr. Evelyn Frisbie, Albuquerque; Miss Elsie McGregor, Albuquerque; Supt. John Conway, Santa Fe; Supt. A. Montayer, Mrs. I. Butts. *Advisory Council*—Mr. Alvin White, State Superintendent; Mr. Rupert F. Ashlund; Dr. David R. Boyd, president State University; Dr. Frank Roberts, president State Normal University; Mr. Francis Wood.

NEW YORK

In view of the fact that the Nineteenth Annual Meeting of the New York State Mothers' Assembly comes early in October this fall, the Program Committee are sending out at this time a tentative program telling you of the good things planned for the fall meeting which is to be held at Poughkeepsie, N. Y., October 5 to 8, inclusive. Early in September the Chairman of Transportation and

Hospitality will send out information regarding traveling expenses, hotel rates, entertainment in homes and general information. Please make your plans now and send delegates to this Nineteenth Assembly.

NINETEENTH ANNUAL MEETING OF THE MOTHERS' ASSEMBLY OF THE STATE OF NEW YORK

Tuesday, October 5, Afternoon session.

- 1:30—Meeting of Executive Board.
- 3:00—Invocation; Report of Program Committee; Reports of Officers; Music.

Evening Session

- 8:00—Invocation; Music by School Orchestra; Addresses of Welcome: For the City, D. W. Wilbur, Mayor; For the Chamber of Commerce, Wm. H. Frank, Sr., President; For the Schools, Prof. Shear, Superintendent of Schools; For the Mothers' Clubs, Mrs. Seldon Hall, President Federated Parent-Teacher Associations. Response—Mrs. Henry Osgood Holland, president New York State Mothers' Assembly. Music. Address,—Dr. Henry Noble MacCracken, President of Vassar College. Informal Reception.

Wednesday, October 6, Morning Session

- 9:30—Invocation; Reports from Affiliated Clubs, Conducted by Mrs. John D. Whish.

Afternoon Session.

- 1:30—Visiting Schools.
- 3:00—Invocation; Rights of the Child—(a) Right to be Well Born, Dr. Elizabeth Thelberg, Resident Physician Vassar College; (b) Right to Proper Physical Developments, Jessie H. Bancroft, Assistant Director Physical Training, N. Y. City, President American Posture League; (c) Right to Religious Education, Rev. Milton S. Littefield, New York City; (d) Right to Sing—(Demonstration by Public School Children), Edward W. Valentine, Professor of Music, Public Schools, Poughkeepsie, N. Y.

Evening

Reception.

Thursday, October 7, Morning Session

- 9:00—Invocation.
- Round Table Conference, Conducted by Mrs. W. A. Saltford; (a) School Credits for Home Duties, Prof. Sylvester R. Shear, Superintendent of Schools, Poughkeepsie, N. Y.; (b) Kindergarten Extension, Miss Fannibelle Curtis, Supervisor of Kindergartens, New York City; (c) Regents Examinations.
- 10:30—Election of Officers, Conducted by Mrs. F. E. Lyford.

Afternoon Session

2:00—Invocation; Music; Vocational Work; The Community and the Baby, Dr. Josephine S. Baker, Director of Child Hygiene, New York City; Discussion, Dr. John S. Wilson, Health Officer, Poughkeepsie; District Conferences, Mrs. Thomas C. Kneil, third Vice-President.

Evening Session

8:00—Invocation; Address, Mrs. Frederic Schoff, President of National Mothers' Congress; Address; Resolutions; Closing Words by President.

Friday, October 8, Morning Session

9:30—Entertainment, trip to Vassar College and other interesting points.
12:30—Luncheon, Mrs. W. A. Saltford, Chairman Program Committee.

OREGON

Encourages Boys and Girls in Home Work—Use of Leisure Time—Exposition of Children's Work in October—Annual Convention in Corvallis in October.

JUNIOR EXPOSITION PORTLAND, OREGON,
OCTOBER, 1915

"Back to the Home."

"Character is determined by the use of leisure time."

The Oregon Congress of Mothers and Parent-Teacher Associations will hold an Exposition next October of the work done by the boys and girls of Oregon in their homes.

The movement is one to encourage purposeful activity of the youth of the State during the summer months.

Such an exhibition will create much interest in county fairs and an added interest if exhibitors know that the best exhibits at the county fair will be sent to Portland in October to this Junior Exposition.

County Fairs are asked to cooperate by sending, in October, an exhibit from each county of the best work done by children.

The following message has been sent to the Parent-Teacher Associations of Oregon:

To stimulate purposeful activity on the part of the boys and girls of Oregon during the summer months, the Parent-Teacher Associations of the State are urged to hold in the schoolhouse or in some other suitable place in each district, during the month of September, an exhibition of the work by the children at home. Such an exhibition should include anything made by the boys and girls in the home.

After such an exhibition in September,

select the best specimens of work and send the same to Portland for the Junior Exposition which will be held in October. Variety, economy, adaptability, and educational value should be the points considered in choosing the exhibit to be sent to Portland. Proper publicity will be given the Parent-Teacher Association sending the best exhibit.

A pamphlet, explaining in detail the classification of exhibits and other data, will be sent.

We urge the circles of the state to get the information contained in this pamphlet before the children of each community.

We ask your hearty cooperation in this movement to make the leisure time of our boys and girls of greater value to the child, to the home, and to the community.

Cordially yours,

MRS. ARISTENE N. FELTS,

Pres. Oregon Congress of Mothers.

MRS. ALVA LEE STEPHENS,

Pres. Portland Council of Parent-Teacher

Associations.

Plan

Open to all boys and girls in Oregon, under 16 years of age. This exposition will include anything made by a boy or girl in the home. Exhibitors will be classified according to age:

Entry A, under 10 years of age.

Entry B, under 13 years of age.

Entry C, under 16 years of age.

The plan includes a state-wide campaign to encourage an exhibition of the work of the children in every community in Oregon, as follows:

1. County fair exhibits; in each County in State, managed by local Fair Associations.

2. Exhibitions in school houses, managed by school authorities or local Parent-Teacher Associations.

3. Each County and each Parent-Teacher Association in the State making such exhibition at County Fairs or in school houses is requested to send the best examples of such exhibitions, to Portland, Oregon, for a State Junior Exposition in October, 1915.

Expenses of Exhibits

Each County and each Parent-Teacher Association must pay cartage to Portland and must provide for the care of the exhibit if "pets" are sent.

The railroads will return exhibits free to point of origin, on surrender of original paid freight-bill covering charges to Portland. A large placard which will show what organization is exhibiting must accompany each exhibit: for example, "Multnomah County Fair" or "The Hermiston Parent-Teacher Association."

Exhibits

All entries must have been made by the exhibitor outside of school hours. In the department of Pets, the entries must be the property of the exhibitor.

Awards

All entries will be judged by competent judges, who will award:

1st prize: Blue ribbon

2nd prize: Red ribbon

to all those deemed worthy. The prizes are only an incident. We do not seek competition but only emulation and coöperation and to emphasize that the leisure time of the child must be given consideration and an opportunity afforded him to use it wisely and well.

Departments

(All work made by the exhibitors)

Gardening.—Exhibits of fruit, flowers and vegetables, raised by the exhibitor.

Woodwork.—Furniture, tables, chairs, bird-boxes, cabinets, shelves, etc.; wood-turning, bowls, vases, cup frames, etc., patterns for castings.

Toys.—Toys of all kinds, of any material; boats, windmills, automobiles, engines, aeroplanes, games, etc.

Electrical and Mechanical.—All kinds of electrical or mechanical apparatus. Current can be supplied if necessary.

Printing.—Samples of amateur work; bill-heads, cards, etc.

Arts and Crafts.—Entries must show design and hand skill. Baskets, books, booklets, block printing, stenciling, leather-work, weaving.

Domestic Science.—Bread, canned and preserved fruit and vegetables; menus, etc., household appliances.

Domestic Arts.—Coats, woolen, silk and cotton waists or skirts; one-piece dresses, gowns, aprons, bags, collars, cushions, scarfs, slippers, caps, etc.; hand-woven mats and rugs; 9 to 12-inch doll, dressed in hand-made garments; patching, darning, etc.

Millinery.—Hand-made buckram or wire frames, infants' and children's bonnets, girl's hats, 12 to 16 years; bows, flowers, etc.

Models.—Boys' and girls' rooms, basements, back yards, showing what furnishings, or apparatus the children themselves like.

Pets.—All kind of pets owned by the exhibitor: dogs, cats, poultry, rabbits, squirrels, birds, fish turtles, etc. Each exhibitor must provide for the care of his exhibit.

Hand-made Toys for children under 8 years:

(a) Made by child;

(b) Made by parent.

Play Houses:

(a) Constructed model from Portland.

(b) Model or picture of model from Counties or Parent-Teachers' Associations outside of Portland.

Camp-fire Girls' Exhibit.

Photography.

SOUTH DAKOTA

South Dakota Joins Ranks of States Enlisted in National Congress of Mothers and Parent Teacher Associations—Governor Byrne gives South Dakota Branch Official Endorsement—Mrs. Byrne Led Movement in South Dakota—Great Interest in Many Towns—First Child Welfare Conference Held in Mitchell.

The South Dakota Branch of the National Congress of Mothers and Parent-Teacher Associations was organized June 16 and 17, at the Child Welfare Conference, at the City Hall in Mitchell.

It was the first child-welfare conference in South Dakota and its results promise to be far reaching.

Present at the conference were the state and national heads: Mrs. Schoff, of Philadelphia, president of the National Congress of Mothers and Parent-Teacher Association, Mrs. Orville T. Bright, of Chicago, a vice-president of the same organization and Mrs. Frank M. Byrne, the state organizer.

Mayor Hitchcock in greeting the delegates said: "The great hope of the progress of the world lies in the proper training of the child."

Additional interest was attached to the program by the presence of the Governor and Mrs. Frank M. Byrne. The remarks of the state executive were brief but timely and well showed his pronounced sympathy with the cause represented.

Mrs. Byrne spoke at greater length "It is a pleasure and privilege," she said, "to welcome these women of national reputation to our state. I feel that the name of the organization they represent has a much deeper meaning than that implied in 'Congress of Mothers.' The work embraces fathers too. It is at a council of this kind that is provided the means of solving the problems of childhood. Parents and teachers must work in unison for the best interests of children. Let us think of the child as our strongest asset and make all things conform to his development. Everlasting peace, if it comes, must come through education of the child."

Mrs. J. C. Lindsey gave a most profitable paper on "The Schools' Need of the Parent." "The home of the future depends on the school," Mrs. Lindsey asserted. "Education is a part of life, not a preparation for life. We must encourage in the child of today

who is the citizen of tomorrow, sympathy and high ideals."

Mrs. Lindsey spoke mainly from the teacher's standpoint of the child and with fine insight into the needs of children in their development.

"The Parent-Teacher circles afford mothers the opportunity to get away from the isolation of their own home and give them the privilege of meeting other mothers and seeing how they meet child problems. The circles also help fathers to realize in a more active way their responsibilities in training their children." Mrs. W. S. Hill delivered these words in her address yesterday morning on "The Parent-Teacher Association as a School for Study of Child Nature."

President National Congress of Mothers and Parent-Teachers Association.

Reports from South Dakota Parent-Teacher Circles.

The School's Need of the Parent, Mrs. J. C. Lindsey.

The Parent-Teacher Association as a School for Study of Child Nurture, Mrs. W. S. Hill.

Luncheon at the Congregational church. Organization of South Dakota Branch of National Congress of Mothers and Parent-Teacher Associations.

The Home's Place in the Education of Children—Mrs. Frederic Schoff, of Philadelphia, President of National Congress Mothers and Parent-Teacher Associations.



CITY HALL, Mitchell, S. D.

CHILD WELFARE CONFERENCE UNDER AUSPICES
NATIONAL CONGRESS OF MOTHERS AND
PARENT-TEACHER ASSOCIATIONS,
MITCHELL, SOUTH DAKOTA
JUNE 16 AND 17, 1915,
CITY HALL

The program was prepared by the committee of arrangements, Mrs. S. H. Scallin, Mrs. V. B. Diehl, Mrs. R. A. Zangle and Mrs. M. S. Mendenhall, and was as follows:
Greetings—

Gov. F. M. Byrne, Mayor A. E. Hitchcock, Supt. McClinton, Mrs. F. M. Byrne.
Response—

Mrs. Orville T. Bright, Chicago, Vice-

The School's Place in the Education of Children—Mrs. Orville T. Bright of Chicago.
Music, Girls High School Glee Club.

What the State Owes Its Children, Gov. Frank M. Byrne.

Guiding and Guarding the Children of the Nation—Mrs. Frederic Schoff, National President.

Invocation.

Music.

Methods That Contribute to Success in State Organization—Mrs. Frederic Schoff.

Working Committees—How to Appoint and Inspire Them—Mrs. Orville T. Bright.

Keeping in Touch with our Workers—General Discussion Led by Mrs. Zangle.

State Organizer.—Mrs. Frank M. Byrne.

Committee on General Arrangements.—Mrs. S. H. Scallin, Mrs. V. B. Diehl, Mrs. R. A. Zangle, Mrs. M. S. Mendenhall.

Reports of Parent-Teacher Associations in the Mitchell High School, the South Side Circle, Mrs. Mendenhall president, the Longfellow Circle and the Lincoln School were full of interest.

Superintendent and teachers had entered heartily into the work and one association in the Longfellow School reported that every teacher had been present at every meeting, that the fathers were equally attentive, and that overflow meetings had been held to accommodate those who could not find room in the school building. Delegates were present from Sioux City, Redfield, Pierre, Watertown, Salem, Aberdeen, Alexandria, Franklin and other towns.

Governor Byrne in his opening address said that he had come to this conference because he wished to give the organization his official endorsement.

Mrs. Byrne, who has held the office of state organizer and through whose help much of the preliminary work had done been, is the mother of five sons; and takes the deepest interest in the objects and work of the Congress.

The homes of Mitchell were hospitably opened for entertainment of delegates.

The bountiful luncheon gave opportunity for social intercourse and was beautifully served by the daughters of the leaders.

OFFICERS

Mrs. S. H. Scallin, of Mitchell, was honored with election to the presidency of the state body. This office was awarded her in recognition of her untiring efforts toward state organization and her strong ability in executive work as already manifested in Mitchell.

Five vice-presidents were named in the election. They are Mrs. Frank M. Byrne, Pierre, first vice-president; Mrs. F. X. Way, Watertown, second vice-president; Mrs. C. S. Whiting, Pierre, third vice-president; Mrs.

M. Lawton, Yankton, fourth vice-president, and Mrs. Damon Clark, Lead, fifth vice-president. Other officers are Mrs. H. J. Mohr, Alexandria, recording secretary; Mrs. W. S. Hill, Mitchell, corresponding secretary; Mrs. W. H. Hart, Salem, treasurer, and Mrs. V. B. Diehl, Mitchell, auditor.

TENNESSEE

Tennessee's Invitation to National Congress of Mothers and Parent-Teacher Associations to Meet in Tennessee Accepted—State President Visits Towns in East Tennessee.

Mrs. Eugene Crutcher, state president, and Mrs. Fred Roberts, vice-president of the Tennessee branch of the Congress of Mothers have made a successful trip through East Tennessee, visiting Morristown, Knoxville, Cumberland Gap, Bloomington Springs, Johnson City and Harriman, forming a large Parent-Teacher Association in the latter town, and organizing a Parents' Association in the Methodist church of Harriman. Much interest is felt in the holding of the 1916 conference of the National Congress of Mothers and Parent-Teacher Associations in Nashville. It is hoped that every county in Tennessee will be actively interested before the 20th annual Child Welfare Conference meets in Tennessee.

The appropriation for widows pension will be exhausted long before the legislature meets to take up the great needs of this help to mothers. Time and experience will demonstrate the importance of careful study as to the needs that should be met, before fixing the appropriation.

VERMONT

The annual convention of Vermont branch of the Congress will be held in Bennington, September 9 and 10.

Everyone in Vermont interested in promotion of child welfare and study of child nurture and home making is invited.

Mrs. Henry A. Harman Rutland, vice-president, and her co-officers are looking for a large attendance.

